DOCUMENT RESUME

ED 082 350 EA 005 466

TITLE	The Quarter System in Texas: Implications and Alternatives.
INSTITUTION	Texas Information Service, Austin.
PUB DATE	Jun 72
NOTE	81p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Course Descriptions; *Curriculum Development; Educational Finance; *Educational Legislation; Educational Programs; *Extended School Year; *Quarter System; Teacher Attitudes; Year Round Schools
IDENTIFIERS	*Texas

ABSTRACT

This package is intended to provide Texas educators with practical information on the projected quarter system operation in Texas schools. Included is a copy of the law (H.B.1078) that mandates institution of the quarter plan along with explanations of what changes are and are not necessary in order to comply with the law. Also included is information on year-round programs other than the four-quarter plan. The package is intended primarily for supervisors, teachers, principals, and parents, although it could be useful to other audiences. (Compiler)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Compact
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

ED 082350

THE QUARTER SYSTEM IN TEXAS: IMPLICATIONS AND ALTERNATIVES

This package has been prepared by Texas Information Service (TIS) in order to provide Texas educators with practical information on the projected quarter system operation in Texas schools. Included is a copy of the law (H.B. 1078) that mandates institution of the quarter plan along with explanations of what changes are and are not necessary in order to comply with the law. Also included is information on year-round programs other than the four-quarter plan. Since Texas Education Agency publications have been circulated among superintendents and other district level administrators, these audiences have not been specifically addressed here. This package is intended primarily for supervisors, teachers, principals, and parents, although it may be useful to other audiences.

CONTENTS

Reprints and Summaries

H. B. No. 1078 ("An Act...")
"Extended School Year (Texas)" ©
The Quarter System in Texas Schools: What the Law Says
The Quarter System in Texas Schools: Purpose of the Law
The Quarter System in Texas Schools: Acceptable Quarter System Plans
Advantages and Disadvantages of a Staggered Quarter Plan
Concerns of Teachers in the Year-Round School
Information for Parents: The Quarter System in Texas Schools

Resource Materials

Resource List of Year-Round School Programs
Year-Round Schools: A Bibliography
List of Approved Courses, Grades 7-12, Recommended for Quarter Plan Operation, 1972-73.

EA 005 466

ED 082350

EA 005 466

H.B. No. 1078

AN ACT

relating to the operation of all school districts in the state on a quarterly rather than a semester basis; authorizing districts to operate all or some of their schools for all four quarters with state funding for three quarters of attendance for any one student; amending Chapter 16, Texas Education Code, by adding Subchapter G-1 and repealing Subchapter H; providing for effective dates; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Chapter 16, Texas Education Code, is amended by adding a Subchapter G-1 to read as follows:

"SUBCHAPTER G-1. FOUR-QUARTER SCHOOL YEAR

"Section 16.861. TRANSITION TO FOUR-QUARTER SYSTEM; CURRICULUM REVISION. The Central Education Agency shall prepare a reorganized curriculum based on operation of the schools on a quarter basis. The revision shall be so structured that the material covered during the present school year of two semesters is covered in three three-month quarters. The agency shall distribute this restructured curriculum to each school district in the state in sufficient time so that the new curriculum can be put into operation beginning with the 1972-1973 school year.

"Section 16.862. OPERATION ON QUARTER BASIS. Beginning with the 1972-1973 school year, each school district in this state may operate on the basis of a quarter system, and beginning with the 1973-1974 school year, each school district in this state shall operate on the basis of a quarter system, with the schools

being in operation during at least three quarters during each school year, providing 180 days of instruction for students and 10 days of inservice education for teachers.

"Section 16.863. FOUNDATION SCHOOL PROGRAM CREDIT. Each school district shall receive average daily attendance credit under the Foundation School Program for attendance by a student for any three quarters during any one school year.

"Section 16.864. FOUR-QUARTER OPERATION AUTHORIZED. (a) A school district may choose to operate all or some of its schools for all four quarters of the school year. This choice shall be approved or disapproved by the district school board in a regularly scheduled open meeting. If a district so chooses, no credit for average daily attendance under the Foundation School Program may be given to the district for attendance by any one student for more than three quarters during any one school year. Attendance by a student for his fourth quarter must be financed either by the student on a tuition basis or by the district from its own funds, at the option of the district.

"(b) A district operating during all four quarters of the school year shall decide which students are to attend school during which quarters. However, schedules shall be so arranged that all members of a family attending the schools of a district may attend the same three quarters.

"(c) A district operating during all four quarters of the school year may not require a teacher to teach more than three quarters plus the number of days provided by law for inservice education and preparation during any one school year. A teacher

or other school employee under the Minimum Foundation Program who elects to work four quarters during a school year shall receive a minimum salary which is increased proportionately in compliance with the state compensation plan.

"(d) A district operating during all four quarters of the school year may not require a student to attend more than three quarters."

Sec. 2. Effective September 1, 1972, Subchapter H, Chapter 16, Texas Education Code, is repealed.

Sec. 3. The importance of this legislation and the crowded condition of the calendars in both houses of the Legislature create an emergency and an imperative public necessity that the Constitutional Rule requiring bills to be read on three several days in each house be suspended, and the Rule is hereby suspended, and this Act shall take effect and be in force as provided herein from and after its passage, and it is so enacted.

Passed by the House: April 27, 1971
Passed by the Senate: May 29, 1971
Signed by the Governor: June 4, 1971

JACK BLANTON

Extended School Year (Texas)

Mr. Blanton has served three terms in the Texas State House of Representatives. A graduate of S.M.U., he is chairman of Interim Activities and a member of the Rules and Higher Education Committees.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Compact

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

EA 005 466

Like all other states in the United States, Texas began as an agrarian economy and consequently it was necessary for school children to be allowed to get out of school during the summer months in order to assist their families with crops. This custom has survived until today.

Lately, questions have arisen concerning the economic sense of maintaining a costly system which utilizes a tremendous physical plant only 75 percent of the time. During the last few years, especially during the dual phenomenon of rapid increase in the number of students and a correspondingly rapid increase in building costs and its companion, higher taxes, the question is being asked even more often and now demands an examination into the future course for this state.

Recently, the Speaker of the Texas House appointed a study committee to look at the feasibility of adjusting the school year to a four-quarter system.

The committee held hearings in Houston, San Antonio, Odessa, Amarillo and Dallas-Ft. Worth. It tried to meet the three most common objections by stating at the outset that: (1) No student would be required to attend more than nine months; (2) No teacher would be required to teach more than nine months; (3) Regardless of what method was used to determine which nine months a student would attend, all members of one family could attend the same nine months on request.

Once these three points were clarified, the Committee made time available at each meeting for anyone to speak either for or against the concept of an extended school year. These comments covered a wide range of questions relating to extra-curricular activities such as sports participation and band, vacations for families, and others. From them, the members of the committee drew the following conclusions:

1. The curriculum of all Texas public schools should be restudied and divided into three periods of three months each instead of the present two periods of four and one-half months each.

2. State assistance should be altered so that ADA (Average Daily Attendance) would be allowed for a student during any nine months he was in school rather than being confined to the presently allowed nine months, September through May.

3. Any school district, on a vote of the local school board in an open meeting could then, if it desired, move into a four-quarter system with its students in attendance during three of the four quarters, selection to be made on a basis to be determined.

The Committee felt that such a departure would meet the needs of those schools which have grown and are growing at such a rate that their local tax structure is overburdened and yet, at the same time, allow those schools not having such a problem to remain on the present basis.

For those schools not needing or not desiring to utilize their physical plants more fully, the principal change would be the restructured curriculum. Such a restudy and restructuring of curriculum would be beneficial in and of itself without regard to extension of the school year. Nowhere did we have objection to dividing courses into smaller units.

Any further change in the present system would, of course, result in problems but they are not insurmountable. Among these is the determination of who would attend which three quarters. There would also be a problem of a student transferring from a four-quarter system to a three-quarter system. In spite of such problems, however, we believed that some school systems are so pressed for additional space, particularly in view of the anticipated kindergarten enroliment, that they must have

some method of alleviation made available to them. It was originally intended that we would use the calendar year for school entry, so that all students who become six years of age before January 1 would begin school at the first of January and thereafter on the quarter after they became six. In a few years the system would be balanced with classes of roughly the same number of pupils being entered each quarter. Because such a provision would conflict with our kindergarten law, we did not include it in legislation at this point. We still favor the idea, however, and hope to work out the problem in the future.

Curriculum Restructured

The Committee's conclusions were incorporated into House Bill 1078, an amendment to the Texas Education Code.

HB 1078 does two things: (1) it requires the Texas Education Agency to restructure the present curriculum consisting of two semesters of 4½ months each into three periods of three months each; and it allows a school district (at its option) to utilize the summer months as an additional period of instruction.

By restructuring the curriculum into three-month periods or quarters, we will automatically increase the number of courses by 50 percent. Instead of having five courses twice each school year, we will have five courses three times each school year. Thus courses which are presently stretched to cover 4½ months may be condensed into three months. Courses which are presently crowded into 4½ months may be extended to six months. All of the educators with whom our study committee visited endorsed the concept of the shorter period of instruction. Under this system, based on studies where the quarter system has been tried, student interest and progress has been notably higher than it was under the old. Fulton County, Georgia reports a reduction in drop-out rates of 75 percent due in their opinion to the relevance to the student of the new curriculum. This section of the law is mandatory and will fit in exactly with the present nine months of attendance required between September 1 and May 31.

The second part of the law will be optional to individual school districts and will enable them to utilize the summer quarter as they do the remaining three quarters. Thus, one-fourth of the students will be on a three-month vacation at all times while three-fourths will be in attendance. Under this system, a school which will house 3,000 students presently would then house 4,000 with three-fourths or 3,000 in attendance at a given time.

What would this mean in terms of (1) educational advantages or (2) financial savings to the local taxpayer? In the first place, a school in attendance all four quarters would receive all the educational advantages of the re-structured curriculum that the schools using only three quarters would receive. In the second place, a school facing the necessity of additional buildings could postpone such building until it experienced a growth of one-third. For all practical purposes, new school construction would be halted for a period of five or more years. During the past three years for which the figures are available, new school construction in Texas has proceeded at the annual rate of $270 million. Since bonds cost approximately $2.50 for each dollar of indebtedness, savings to local ad valorem taxpayers in Texas should to more than $500 million annually for the next several years. It is my personal belief that after the taxpayer has been relieved of this burden sufficiently long enough to reduce the bond indebtedness, some of this $.5 billion saving can and should be applied to program enrichment.

Advantages of Quarter System

Look at some of the advantages inherent in the fully implemented quarter system in addition to advancement in quality of education and tax savings:

1. Part-time Jobs: Presently, all of our students who need or want to work hit the market at the same time. Many industries and businesses are in need of student employees on a year-round basis but are unable to find them except in the summer unless they hire drop-outs. Under the proposed system, only one-fourth of them would be seeking work at any given time.

2. Family Vacation: The first objection to this plan is almost always on this subject. A great many people mistakenly feel that school is out in the summer because that is vacation time rather than correctly assuming that vacations occur in the summer because that is when schools are out. We have not only placed an onerous burden on ourselves by allowing millions of dollars worth of school facilities to lie idle for one-fourth of the year, but we have also allowed our educational system to drift within the scope of a rigidly defined 4½-month semester system which stifles creativity and enlightenment among our students.

3. The Position of Industry: Industry indicated to the Study Committee which investigated the extended school year that it is much in favor of this change, not only from the standpoint of the tax savings but also for a number of other reasons. For the past two decades, vacation time in industry has been lengthened often to three or four weeks, leaving industry in a short personnel position when all vacations are crowded into the summer. By spreading the vacation time throughout the year, the operation of the businesses would not suffer from the effects of this problem. In addition, there are a number of businesses such as resort operations, air conditioning and others which sim-

ply cannot give their employees time off during the summer.

I think that common sense and common business sense demand that if we're going to take dollars for education, we're going to have to utilize those dollars fully. It's my belief that after a few years of adjustment and after we have affected some significant savings, a portion of the savings should be added to a complete top to bottom enrichment program. We can do many things if we show the taxpayer that we're using the education dollar for education rather than constructing unnecessary and unneeded buildings. However, the main point is that we're moving forward in the quality of education by extending the school year. ■

An Act relating to the operation of all school districts in the state on a quarterly rather than a semester basis, and authorizing districts to operate all or some of their schools for all four quarters with state funding for three quarters of attendance for any one student.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. (amends present legislation).

SUBCHAPTER G-1. FOUR-QUARTER SCHOOL YEAR

Section 16.861. TRANSITION TO FOUR-QUARTER SYSTEM; CURRICULUM REVISION. The Central Education Agency shall prepare a reorganized curriculum based on operation of the schools on a quarter basis. The revision shall be so structured that the material covered during the present school year of two semesters is covered in three three-month quarters. The agency shall distribute this restructured curriculum to each school district in the state in sufficient time so that the new curriculum can be put into operation beginning with the 1972-1973 school year.

Section 16.862. OPERATION ON QUARTER BASIS. Beginning with the 1972-1973 school year, each school district in this state shall operate on the basis of a quarter system, with the schools being in operation during at least three quarters during each school year, providing 180 days of instruction for students and 10 days of inservice education for teachers.

Section 16.863. FOUNDATION SCHOOL PROGRAM CREDIT. Each school district shall receive average daily attendance credit under the Foundation School Program for attendance by a student for any three quarters during any one school year.

Section 16.864. FOUR-QUARTER OPERATION AUTHORIZED. (a) A school district may choose to operate all or some of its schools for all four quarters of the school year. This choice shall be approved or disapproved by the district school board in a regularly scheduled open meeting. If a district so chooses, no credit for average daily attendance under the Foundation School Program may be given to the district for attendance by any one student for more than three quarters during any one school year. Attendance by a student for his fourth quarter must be financed either by the student on a tuition basis or by the district from its own funds at the option of the district.

(b) A district operating during all four quarters of the school year shall decide which students are to attend school during which quarters. However, schedules shall be so arranged that all members of a family attending the schools of a district may attend the same three quarters. Children who had not attained age six on or before September 1 of a current school year may enroll for the next quarter in which a beginning class is offered immediately following their reaching the age of six during that year.

(c) A district operating during all four quarters of the school year may not require a teacher to teach more than three quarters plus the number of days provided by law for inservice education and preparation during any one school year.

(d) A district operating during all four quarters of the school year may not require a student to attend more than three quarters.

Sec. 2. (repeals conflicting legislation).

Copies of the entire Texas Extended School Year Act (H.B. No. 1078) can be obtained from the Texas Legislative Council, State Capitol, Austin, Texas 78711

THE QUARTER SYSTEM IN TEXAS SCHOOLS
What The Law Says

The law (H.B. 1078) passed by the Texas legislature in May, 1971 will effect several changes in school districts over the state. Some of these changes are mandated and some are optional.

The law states that the following changes must be in effect by the 1973-1974 school year:

1. All school districts must begin operation on a quarterly basis.

2. All school districts must operate three 3-month quarters per year providing 180 days of instruction and 10 days of inservice education for teachers.

3. Each school district will receive average daily attendance (ADA) credit under the Foundation School Program for only three quarters per year for any one student, i.e., state funding will be for three quarters of instruction per year for each student.

4. The Texas Education Agency must prepare a reorganized curriculum based on quarter operation in time for implementation in the 1972-1973 school year (so that school districts may begin quarter system operation a year early if they desire). The revision will be structured so that the curriculum currently covered in a two-semester school year will be completed in three 3-month quarters.

Under this law the following changes may be implemented, but need not be:

1. Any school district may begin operating on a quarterly basis in the 1972-1973 school year.

2. A school district (at the direction of the district school board) may operate some or all of its schools for four quarters each school year. Please note that NO SCHOOL DISTRICT MUST OPERATE ITS SCHOOLS YEAR-ROUND. However, if the local district elects to operate four quarters per year the following restrictions must be observed:

   a. Any individual student in the district may be counted for ADA (for state funding) only three quarters of any one school year. If the student wishes to attend the fourth quarter, his expenses

must be met from local district funds or by tuition. The decision regarding the source of fourth quarter funding will be made by the district.

b. The local district will decide which students attend school in which three quarters with the stipulation that all children in the same family must be allowed to attend school the same three quarters.

c. The local district may not require a teacher to teach more than three quarters in any one school year. If the teacher (or other school employee) elects to work the full four quarters, he must be paid at the same daily rate for additional days of service as that received during the usual 190 days.

d. No student may be required to attend school for more than three quarters in any school year.

6/72

THE QUARTER SYSTEM IN TEXAS SCHOOLS

Purpose of the Law

The legislated change to the quarter system provides Texas school districts with the opportunity to implement programs allowing (1) more efficient and economical use of school facilities and staff, or (2) improvement of educational programs for students. Depending on which objective it wishes to achieve, the school district may choose among the quarter plans discussed in this package or devise another that satisfies the requirements of the law.

Greatest economic benefits accrue from plans with assigned vacations since they offer the most effective means of controlling enrollment for each quarter. Under the Rotated Quarter Plan, enrollment may be kept at a fairly constant 75 percent of the total school population, staff may be employed all year, and facilities need not be unused in the summer. Twenty-five percent more pupils may be accommodated without additional building expenditures. Any quarter system that allows pupils to accelerate toward an early graduation (Optional Fourth Quarter, Flexible Quarter Plan, or "Fort Worth Plan") can also have economic benefits. However, before significant economic gains can be realized, acceleration must involve a fairly large proportion of the student body.

Any quarter plan, particularly one providing for optional year-round attendance, offers an opportunity for improvement of educational programs. The organization of the secondary curriculum into shorter units makes possible a number of advantages:

1. The concentration of courses into shorter terms (with longer class periods) for more intensified learning

2. The addition of a greater variety of short (perhaps only one quarter) elective courses

3. Greater flexibility in the order in which courses are taken (Atlanta schools found that 70 percent of their courses could be organized into independent quarter units which could be taken in various sequences)

4. The opportunity to repeat only a 3-month quarter (rather than a 4 1/2-month semester) in the event of failure.

In the elementary schools, four-quarter operation can make possible similar ease of remediation and the addition of more enrichment activities in the extra fourth quarter or throughout the school year for students attending all four quarters. A quarter system schedule would also be ideal for individualized, nongraded, or continuous progress programs at any level.

These, then, are some of the possibilities for program improvement offered by the change to the quarter system in Texas. Aside from economic considerations, the fact that some curriculum reorganization must occur in order to satisfy the present law should stimulate educators to formulate objectives and make changes that will improve the entire educational program.

6/72

THE QUARTER SYSTEM IN TEXAS SCHOOLS
Acceptable Quarter System Plans

To comply with the current legislation, Texas school districts may choose from among a number of quarter system plans. Several acceptable plans are briefly discussed in this paper.

In order to facilitate change from a semester to a quarter system, the Texas Education Agency found it necessary to alter a few secondary school course requirements. Government and health education requirements have been increased from one semester to two quarters each, and five quarters rather than three semesters of physical education are now required.[1] Total requirements for credits in elective courses have been decreased slightly -- from 13 semesters to 19 quarters. Courses that required full school years are unchanged, e.g., the requirement for three years of English, which was satisfied in six semesters, is now met in nine quarters.

Each of the plans discussed here meets the requirements of the law (H.B. 1078) and is compatible with the revised course requirements.

THREE-QUARTER PLAN

The usual September-May, 9-month school year is divided into three quarters rather than two semesters. The shorter term allows for a greater variety of one-term elective offerings and for less loss of time for repetition of failed units.

OPTIONAL FOURTH (SUMMER) QUARTER PLAN

All students are required to attend the first three quarters (September-May), and an optional fourth quarter is offered to students at their own or the district's expense. This optional quarter allows students to do remedial work or to accelerate by accomplishing one and one-third school years' work in one calendar year. Increased curriculum offerings for enrichment are also possible as a result of this extra quarter. The benefits of the shorter term, as mentioned above, also accrue.

---

[1] One quarter is made up of 60 days of instruction whereas one semester contains 90 instructional days.

FLEXIBLE FOUR-QUARTER PLAN

Students are allowed to attend any three of four quarters in one year; this practice makes family and extra-school activities possible in seasons other than summer. Students who wish to do remedial work or to accelerate might still attend four rather than three quarters. This plan also allows for increased curricular offerings and benefits of the shorter term.

ROTATED FOUR-QUARTER PLAN

Students are assigned vacation quarters on a staggered basis so that 25 percent of the student population is on vacation each quarter. (The Texas law stipulates that children in the same family must be allowed the same vacation quarter). Vacation quarters may perhaps be rotated so that the same group of students does not always have the least desirable quarter off.

This plan releases classroom space so that enrollment may increase by 25 percent without additional expenditures for facilities. Although the main advantage of the plan is economic, benefits of the shortened term accrue.

THE "FORT WORTH PLAN"

This plan, developed by the Department of Research and Evaluation of the Fort Worth I.S.D., is a tri-quarter schedule of three 60-day terms. Each 60-day term is equivalent to a 90-day semester since the class period has been extended to 80 minutes in secondary school and 65 minutes in middle schools in order to provide the required number of clock hours of instruction in each course. During the 9-month school year, students must take ten courses and may take additional courses for acceleration, remediation, or enrichment purposes. Fewer courses per term and longer class periods give the program its name, "Intensified Learning Plan."

QUARTER PLAN VARIATIONS AND PILOT PROGRAMS

The acceptable plans discussed here are not the only choices available to Texas school districts beginning quarter plan operation. Each of these plans might be modified in a number of ways and thus adapted to a variety of individual district needs. Any quarter system program that provides the required number of hours of instruction while meeting the other restrictions stated in the quarter system legislation may be accepted as a pilot program in 1972-1973.

The 45-15 Plan (or 9-3 Plan) calls for pupils to attend school for four 45-day (9-week) quarters with a 15-day (3-week) vacation period following each quarter. Vacation time rotates so that only 75 percent of the total enrollment is in school at any one time. At present this plan is not approved for use in Texas schools because the law specifies that school districts must operate 3-month (60-day) quarters. Special permission may be requested to use the 45-15 Plan as a pilot program in 1972-1973.

School districts wishing to experiment with a quarter plan adapted or modified to meet specific district needs may be granted permission to pilot such a plan during 1972-1973. To obtain approval for a pilot program, proposals should be submitted to:

Division of School Accreditation
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

The TEA publication, *Guidelines for the Quarter System 1972-1973: Texas Public Schools* (February 12, 1972), will serve as a guide for pilot programs.

6/72

ADVANTAGES AND DISADVANTAGES OF A STAGGERED QUARTER PLAN

The staggered four-quarter plan, requiring 25 percent of the enrollment to be on vacation at any one time, involves the most radical changes for a Texas school district. The following lists of advantages and disadvantages are presented to aid school boards and administrators in making decisions regarding this plan for year-round operation with assigned vacations.

Advantages claimed for the staggered quarter:

1. More efficient utilization of school facilities is achieved.
2. Each child is guaranteed as much instruction time as is normally given, with 25 percent more students being accommodated in a 12-month period.
3. Pupils graduate on schedule.
4. Acceleration and accommodation of the gifted students are made possible.
5. Failing students can repeat work in a standard class during vacation periods.
6. Per pupil expenditures for personnel, new construction, and new equipment are reduced.
7. Fewer textbooks are needed at any one time.
8. Teachers may work the year around to increase their salaries.

Disadvantages:

1. Parents object to arbitrary assignments of vacation periods and to vacations other than summer.
2. Maintenance and repair of buildings may conflict with school work.
3. Plan may not work advantageously in elementary schools with less than four sections to the grade and in small secondary schools with less than four sections of a standard course.
4. Some studies indicate that some economies are not as great as they first might appear to be.

5. Difficulties exist in the placement of transfer students.

6. Community recreation programs for out-of-school students often do not operate year-round.

These lists were taken from Dr. Fred J. Brieve and Gerald D. Cobb, "Year-Round Schooling: Fact or Fantasy?" Educators Report and Fact Sheet (University of Houston), 6:1-2. May 1969.

6/72

CONCERNS OF TEACHERS IN THE YEAR-ROUND SCHOOL

EDUCATIONAL CONCERNS

The primary purpose of education and of any beneficial educational change is to provide more opportunities for the full development of the individual pupil. The four-quarter plan meets pupil needs in several ways.

1. *Prevention of failure.* Some four-quarter plans help to prevent pupil failure through:

   Shorter courses where student interest remains higher (usually student interest is high at the beginning and end of the term).

   Decreased emphasis on grade levels, since one calendar year no longer necessarily corresponds to one grade.

   More courses available to the student--more opportunities for the student to choose to learn what he likes best and needs most.

   Learn-loss reduced (if student does not take long 3-month vacation) making less "reteaching" necessary.

   Opportunities for remedial work in the "extra" quarter.

   Possibility for student to progress at a rate commensurate with his ability (using "extra" quarters) and to build self-confidence.

2. *Time loss decreased.* If failure does occur, the pupil can repeat only a 3-month quarter rather than a 4 1/2-month semester. The result is that the pupil does not fall so far behind. Also, the student who finds that he is in a course that is unsuitable for him does not have to wait so long before transferring to a more appropriate course. In addition, a rotated quarter system could provide more entry dates each year on which pupils may begin first grade. Here time loss because of an "inconvenient" birth date would be reduced.

3. *Enrichment opportunities.* The provision of an extra quarter each year can give the student the opportunity for enrichment and exploration beyond what is usually available in the regular school year.

4. *Acceleration of gifted student.* In a four-quarter program the gifted pupil may accelerate by attending four quarters each year rather than the three required to complete a grade level.

5. *Handicapped pupils.* Studies conducted in two New York schools indicate that handicapped children are benefitted by a year-round school program. (Thomas, *Extended School Year Designs...*, pp. 45-50). The frustration of adjustment to long periods of academic training and then to periods of idle inactivity were minimized. Since the year-round program reduced the isolation of long periods away from school, students were found to build more self-confidence through continued social contacts with other students. Continued academic work had a settling effect upon these students; retention was also improved.

PROFESSIONAL CONCERNS

1. *Upgrading the teaching staff.* The opportunity for year-round employment may serve in many instances to help districts retain highly motivated, able and ambitious teachers who wish to be employed the year around. This may be especially beneficial in enabling districts to attract and keep more men in the teaching profession, particularly at the elementary level.

   Several school districts operating four-quarter systems have found that a number of the teachers on vacation each quarter are interested in substituting. These districts have thus been able to acquire a pool of especially well-qualified substitute teachers.

   If a large number of teachers choose to work the year around, the district will find that it needs fewer teachers. This may prove beneficial (especially to small districts) by making it unnecessary to hire substandard teachers for an "unpopular" quarter.

2. *Experimentation and flexibility in curriculum.* The shorter term in a quarter plan allows for more experimentation in the classroom both in teaching technique and in course content. One quarter (12 weeks) courses offer the opportunity to teach special, short courses in new subjects that teachers feel are in their areas of competence. The shorter term also reduces considerably the threat of failure felt by the teacher in trying something new.

EMPLOYMENT CONCERNS

1. *Flexible teaching assignments.* One of the greatest advantages of the four-quarter system is its flexibility for the teacher. Teachers may arrange with the school district (according to district and individual teacher needs) to work any number of quarters each school year.

2. *Teacher retirement credit.* A teacher agreeing to teach four quarters in a year rather than three will receive no additional teacher retirement credit for the extra quarter. Such teachers will receive one year retirement credit each calendar year.

3. *Salary.* The act passed by the Texas legislature (H.B. 1078) states that teachers who work four (rather than three) quarters in a year must be paid a proportionately increased salary for that year.

4. *Summers and college courses.* Many teachers take college courses during their summers for advanced degree credit or for professional development. Since H.B. 1078 stipulates that no teacher may be required to teach more than three quarters in a year, the practice of using summers for additional teacher education may be continued. If nearby colleges and universities operate on a semester plan, it will be necessary for districts operating a rotated four-quarter plan to schedule for vacations in the summer quarter those teachers who wish to take college courses.

6/72

INFORMATION FOR PARENTS

THE QUARTER SYSTEM IN TEXAS SCHOOLS

Texas school districts will soon begin to implement new school schedules to comply with the state law (H.B. 1078) changing Texas schools from the semester to the quarter plan. Since the law does not require any district to operate four quarters, the length of the school year may remain the same (with three quarters instead of two semesters) in districts that find it impractical or undesirable to operate the year around.

The law specifies that the local district school board will select the quarter system that best fits the needs of the community. Parents should certainly be aware of the options involved and should make their preferences known to their local school board members. To help you, as a parent, become aware of the changes to be expected from each of the quarter system plans discussed in this package, Texas Information Service (TIS) has prepared the following summary.

GENERAL CHANGES

All quarter plans involve some changes since they divide the school year into a greater number of shorter terms. The following changes are common to all the quarter plans discussed.

1. *Educational improvements*

   a. Remedial work involves less loss of time. The student repeats a 3-month quarter rather than a 4 1/2-month semester in the event of failure.

   b. More elective courses (of shorter duration) may be offered resulting in a broader curriculum.

   c. Courses can often be divided into independent quarters to provide more flexibility in the order in which individual students take courses.

2. *Changes in state requirements for secondary school courses* (Note: one quarter is made up of 60 days of instruction while one semester contains 90 instructional days.)

   a. Government: increased from one semester to two quarters.

   b. Health education: increased from one semester to two quarters.

   c. Physical education: increased from three semesters to five quarters.

   d. Elective courses: total requirements for credits in electives have been decreased from 13 semesters to 19 quarters.

3. *Changes in grading periods*

   In many elementary schools this may be the only change resulting from quarter system operation. The school year will have at least three 12-week quarters, grade reports will be issued every six or twelve weeks, and the school year (September-May) will have three rather than two terms.

ADDITIONAL CHANGES UNDER SPECIFIC QUARTER PLANS

Three Quarter Plan

The usual September-May school year is divided into three quarters. No additional changes.

Optional Fourth (Summer) Quarter

A September-May, three quarter school year with a summer term that students may attend if they wish. Additional change: This extra term offers an opportunity for remediation, enrichment, or acceleration toward early graduation (a four-year high school program, for example, can be completed in three years of four quarters each). The state will finance each student for only three quarters in each school year; financial support for students who wish to attend a fourth quarter must come from tuition or local district funds.

Flexible Four Quarter Plan

A full four quarter plan in which students may attend school any three quarters they choose each school year. Additional changes: (1) students may attend a fourth quarter (with funding arrangements mentioned above) for remediation, enrichment, or acceleration; and (2) students may select vacation periods other than the summer quarter and thus allow their families to take vacations at various times of the year (perhaps at off-season rates).

Rotated Quarter Plan

A year-round, four quarter plan in which students are assigned vacation quarters on a rotated basis so that 25 percent of the student population is on vacation each quarter. Additional changes:

1. Instructional changes: Remediation, enrichment, or acceleration is possible if the student attends school during his vacation quarter.

2. Economic changes: More efficient utilization of school facilities is achieved. With no new construction school districts can accommodate 25 percent more pupils during a 12-month period. Per pupil expenditures for personnel and new equipment are also reduced.

3. Changes in vacations and community life: Vacation quarters other than summer offer the family opportunities for a greater variety of vacation activities. (The Texas law stipulates that children in the same family must be allowed the same vacation quarter.)

   a. Since community recreation programs are often available only in summer, objections to having pupils on vacation in other quarters have been raised. It may be possible, with the cooperation of the city or county governments, to schedule some recreation programs in the fall, winter, and spring quarters.

   b. Other changes resulting from staggered vacation quarters involve the business community. For families to take vacations together, some adjustment may need to be made in company vacation schedules. Having employee vacations distributed throughout the year could be advantageous to employers, making their working force size more stable all year. Summer jobs for students are also a concern. The business community may find that the rotated quarter plan will eliminate the student glut on the summer job market, and students may then have vacation jobs available regardless of the vacation quarter they are assigned.

Perhaps this brief consideration of changes that may result from several quarter system plans will help you, as parents, know what to expect from quarter system operation. The quarter plans considered here are not the only plans available for use in your school district. Your district may develop a unique plan to fit the individual needs of your community. TIS hopes that this summary will help you to become more familiar with the issues and options of the quarter system in the schools your children attend.

6/72

RESOURCE LIST OF YEAR-ROUND SCHOOL PROGRAMS

The following list of year-round schools, contact persons for each, and brief descriptions was drawn from "Proceedings of the Fourth National Seminar on Year-Round Education," February 23-25, 1972, in San Diego, California. Programs are grouped by the type of schedule used.

PROGRAMS OF FOUR 60-DAY QUARTERS

Jefferson County, Kentucky: Elective Quarter Plan
Richard VanHoose, Superintendent
Jefferson County Public Schools
3332 Newburg Road
Louisville, Ky. 40218

This plan divides the conventional school year into three parts and adds a summer quarter (with each quarter approximately 60 days long). Students choose their own vacation quarters, but may attend school the year around if they desire.

Molalla, Oregon: A Four Quarter Twelve-Month School
Sam D. Wilson, Superintendent
Molalla School District No. 35
P.O. Box 107
Molalla, Oregon 97038

A rotating four quarter plan which divides the school year into four equal quarters of 12 weeks each. Each pupil attends three quarters and vacations the fourth on a staggered basis so that at any time three-fourths of the students are in school and one-fourth are on vacation. In addition, there is one week of vacation between quarters. A number of new one-term courses have been added to the curriculum. Flexibility has been greatly increased and a number of benefits are cited.

Rochester, Pennsylvania: Optional Four Quarters
Matthew Hosie, Superintendent
Rochester Area School District
Rochester, Pennsylvania 15074

A four quarter plan in which students may choose to attend any three quarters. Normal holidays are maintained and an additional break is provided between the second and third quarters. Students may also elect to attend any portion or all of the additional quarter. For this reason the district has called its plan the "three plus" plan. The major objective of these extended operations is to permit and encourage greater learning experiences for all children in the district.

FOUR-QUARTER PLANS--VACATION PERIODS BETWEEN QUARTERS

St. Charles, Missouri: Becky-David Year-Round School Plan
M. Gene Henderson, Superintendent
Francis Howell School District
Becky-David School
Route 2
St. Charles, Missouri 63301

Purpose of this plan is space economy. A 45-15 plan in which students are divided into four geographical groups and attend four 9-week sessions of school with each session followed by a 3-week vacation. Groups enter at 3-week intervals. Becky-David gives teachers a number of options regarding how they will be scheduled in this plan. Teachers either have the same schedule as the students, work year around (with one 3-week vacation), or work the traditional nine month school year. [Summary of responses to questionnaires sent to teachers and to parents are included at the end of this resource list, page 5-8.]

Hinesburg, Vermont: 45-15 Multiple Access Curriculum and Calendar
Johannes I. Olsen, Principal
Champlain Valley Union High School
Hinesburg, Vt. 05461

This multiple access calendar allows the student to select the time he will attend school. The 1972-1973 academic year will consist of eleven 9-week quarters. Students may attend any four quarters (not overlapping) to meet the state's minimum requirements for attendance. The curriculum is characterized by continuous progress courses; 9-week courses; independent study; open laboratories.

Chula Vista, California: Year-Round School Program
Burton C. Tiffany, Superintendent
Chula Vista City School District
P.O. Box 907
Chula Vista, California 92012

A 45-15 program with "intersession" classes that may be attended by students in any or all of their vacation periods (except Christmas and Easter periods when all children are out of school). ADA for intersession classes is computed on regular summer school basis. Students may use this time to reinforce skills previously taught or to participate in a number of enrichment activities.

La Mesa-Spring Valley, California: Year-Round School for Continuous Education

David D. Pascoe, Associate Superintendent
La Mesa-Spring Valley School District
P.O. Box 457
La Mesa, California 92041

A 45-15 plan in half the elementary schools provides parents and pupils with a choice of year-round or traditional school calendar. Most parents support this year round school plan.

Hayward Unified School District, Hayward, California: Four-Quarter Elementary School

Raymond G. Arveson, Superintendent
Hayward Unified School District
P.O. Box 5000
Hayward, California 94544

The school year consists of four quarters of approximately 50 days with three weeks between quarters. All students attend all quarters. Christmas and spring vacations coincide with the 3-week quarter breaks. One week of each break is devoted to parent conferences, teacher inservice education, and teacher planning.

Valley View, Illinois: The 45-15 Continuous School Year Plan

William Rogge, Director 45-15 Evaluation
Valley View Public Schools
District No. 96
Dalhart Avenue
Lockport, Illinois 60441

Pupils are divided into four groups. Each group goes to school for 45 days and then has a 15-day vacation. Each successive group starts 15 days after the preceding group. Thus, only three-fourths of the students are in school at any one time. The cycle is repeated four times a year, right through the summer. Valley View has found such year-round operation practical.

OTHER YEAR-ROUND PLANS

Miami, Florida: Quinmester--Extended School Year Program

Martin Rubinstein, Project Manager
Dade County Public Schools
Quinmester Program
1410 N.E. 2nd Avenue
Miami, Florida 33132

The design was developed around a calendar that divides the school year into 45-day (9-week) sessions. Pupils must attend

4 quinmesters in the 5 quinmester school year. Each pupil has the option of attending a fifth quinmester for acceleration, remediation, or enrichment. Or, he may use the extra quinmester for vacation other than the traditional summer vacation. This plan can result in economic benefits if students are assigned vacation quinmesters--Dade County does not anticipate using this mandatory procedure.

Tacoma, Washington: The 4-1-4-1-1 Interim Month System of Year-Round School Operation
Edward E. Hill, Superintendent
Franklin Pierce Public Schools, District No. 402
Pierce County
315 South 129th Street
Tacoma, Washington 98444

A plan designed to improve the quality and variety of curricular offerings. Elementary Level: Students attend four days of regular classwork, and on the fifth day participate in an alternative education program. This is supplemented by a summer session that duplicates the fifth day courses on an intensive basis. Junior High Level: Students attend a 4-month semester through January, have a 3-week interim in January (for intensive study), continue with a 4-month semester followed by a 4-week interim. High School Level: Students attend a 4-month, 80-day semester ending in Christmas vacation, spend 4 weeks in an interim in January, attend a second semester and complete a 4-week interim in July. During the 4-month terms students participate in departmentalized programs 4 days a week and in intensive programs the fifth day.
Students attend 180 days selected from the available options of the plan. Students might also attend 200 or 210 shorter school days to equal 180 full school days.

Artesia, California: The ABC Unified Flexible All-Year Program
Robert S. Beall, Principal
Venn W. Ferguson School
ABC Unified School District
22215 Elaine Avenue
Hawaiian Gardens, California 90715

A continuous progress curriculum plan. Students may attend a standard 175-day, September-May school year and/or during Christmas and spring vacations. In addition, parents can take their children out of school at any time during the school year for up to 3 weeks. These 3 weeks of "choice" vacation do not include the time school is closed to all students; i.e., 2 weeks in June and one week in September. The Ferguson School thus operates 49 out of 52 weeks a year (The schedule at Christmas, spring vacation, July and August is 8:30-12:30 daily.)

BECKY-DAVID YEAR-ROUND SCHOOL PLAN EVALUATION

These summaries of teacher and parent questionnaires are taken from a brochure reporting progress of the year-round plan:

Francis Howell School District, *Francis Howell Year-Round School Plan.* St. Charles County, Missouri: the District, May 1972. 24p.

QUESTIONNAIRE FOR TEACHERS
SUMMARY
October 1969

A total of 48 questionnaires were given to the faculty of Becky-David Primary and Intermediate School - 47 were returned. The items on which opinions were requested along with the responses are as follows:

1. Do you feel that your classes' attitude toward year-round school in general has: a) Improved - 36.2%; b) Remained unchanged - 59.6%; c) Become worse - 4.2%.

2. How do you believe the year-round plan has affected learning: a) Hindered - 10.6%; b) Helped - 44.7%; c) No change - 26.5%; d) No answer - 17.1%.

3. Do you believe summer heat adversely affected learning: a) Yes - 21.3%: b) - No - 42.5% c) Uncertain - 21.3%; d) I did not teach in summer - 14.9%.

4. Does it appear to you that students have progressed more rapidly since September 1st than during July and August? a) Yes - 21.3%; b) Uncertain - 21.3%; c) No - 25.5%; d) I did not teach during July and August - 21.3%; e) No answer - 10.6%.

5. Do you believe that the year-round plan has hindered the ungraded school plan? a) Yes - 36.2%; b) No - 36.2%; c) Uncertain -25.5%; d) No answer - 2.1%.

6. Are you satisfied with your teaching schedule? a) Yes - 74.5%; b) No - 14.9%; c) No answer - 10.6%.

7. Has changing groups of students each nine weeks been educationally: (Answer only if this applies to you). a) Advantageous - 21.3%; b) Disadvantageous - 14.9%; c) No answer - 63.8%.

8. Would you like to see the year-round plan continue: a) Yes - 74.5%; b) No - 2.1%; c) Uncertain - 19.1%: d) No answer - 4.3%.

9. List the main problems with the year-round plan.

   a. Returning during teachers' vacations for meetings.
   b. Difficulty in going to summer school.
   c. Some cycles overcrowded.
   d. Difficulty in grouping.
   e. Too many levels in one classroom.
   f. Heat.
   g. Some children have difficult time in adjusting to different teachers.
   h. Teachers changing to different rooms.

10. List some ways in which the plan might be improved.

   a. More intensive co-operation among the faculty members.
   b. Conferences twice a year (maybe in Oct. or Nov. & Feb. or Mar.).
   c. More parent education on the subject.
   d. Applied district-wide so that Junior-Senior High children won't have different schedules.
   e. Air conditioning.
   f. All teachers teach on the 9 week-3 week method.
   g. Instead of changing teachers each 9 weeks, keep the same teacher with 9-3 for slower students.
   h. More information circulated and public relations improved as to informing parents of cycling, etc.

11. In your opinion, what are the main advantages of the year-round plan?

   a. Pupils forget less during the shorter vacation periods.
   b. From a teacher's point of view the plan is splendid. More and different experiences, challenges, and findings.
   c. After a break, students and teachers come back with a refreshed feeling to get in and work harder.
   d. For the teacher, the three weeks gives a chance to catch up on work, renew lesson plans, get fresh ideas, and for a new teacher a chance to make bulletin boards.
   e. Three week vacation cuts down on review.
   f. This plan seems to be built to meet each child's physical, emotional, social and academic needs. It is flexible and allows constant evaluation.
   g. Gives teachers full employment year-round.
   h. Makes use of school building year-round.

THIRD QUESTIONNAIRE FOR PARENTS
SUMMARY
May 1971

A third questionnaire for parents was sent home to all cycles in May 1971.

A total of 901 questionnaires were sent home--573 from the Intermediate School and 328 from the Primary School. There were 478 returned--293 from the Intermediate School and 185 from the Primary School. The total return was 53%: from the Intermediate School 51.1%, and from the Primary School 56.4%. These percentages were as of July 9, 1971.

The items on which opinions were requested along with the percentage of responses are as follows:

1. Children's attitude toward year-round school: Our child has preferred the 9 week-3 week plan over the traditional 9 month year - 40.5%. He/She has expressed that either way is fine with him/her - 10.2%. He/She has stated that he/she prefer the 9 month year - 22.6%. He/She has expressed little or no opinion either for or against the year-round plan - 20.1%. No opinion - 6.3%.

2. Generally how do you feel the year-round plan has affected your child's learning: Hindered, 7.5%. Helped, 37.4%. No noticeable effect, 41.9%. No opinion, 13.1%.

3. Do you have youngsters in Junior or Senior High as well as at Becky-David:
Yes - 40.4%. No - 59.5%.

4. Would you be in favor of extending year-round school to the junior and Senior High School? (Answer only if you checked "Yes" on #3.): No - 38.9%. Yes as rapidly as possible - 28.8%. Yes, as need for space dictates - 32.1%.

5. How do you feel about the shorter 3 weeks vacations instead of the 3 months summer vacation: Desirable - 54.3%. No strong feelings - 24.4%. Undesirable - 16.6%. No opinion - 4.5%.

6. Do you feel that it was wise to provide air conditioning for Becky-David:
Yes - 87.9%. No - 7.1%. No opinion - 4.9%.

7. In your opinion, has the year-round plan functioned better in 1970-71 than in 1969-70: Yes - 40.9%. No - 9.9%. No opinion - 49.1%.

8. After experiencing the year-round plan, would you: Prefer to remain on the year-round plan - 83.9%. Prefer to go split sessions at the junior-senior high campus - 1.6%. Prefer to increase property taxes to a level which would provide enough buildings for 9 months school throughout the entire district - 10.5%. Other - 3.8%.

9. If the money were available to build the necessary buildings, would you desire to return to the 9 month schedule: Yes - 35%. No - 55.2%. No opinion - 9.6%.

10. Has your opinion toward the year-round plan changed since the last questionnaire in April 1970: No, I'm still against it - 12.2%. No, I still think it's a good idea - 48.8%. Yes, I thought it was a good idea and now I'm against it - 2.1%. Yes, I was against it, now I think it's a good plan - 4.5%. I did not receive an earlier questionnaire but I think the year-round plan is a good idea - 19.1%. I did not receive an earlier questionnaire but I think the year-round plan is a poor idea - 0.6%. No opinion - 12.4%.

6/72

SEP 12 1973
SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EA SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

YEAR-ROUND SCHOOLS: A BIBLIOGRAPHY

Part 1: ERIC Abstracts*
Part 2: Journal Articles and Documents not in ERIC

*The full text of documents for which ERIC abstracts are given in Part 1 of this bibliography are available through the ERIC Document Reproduction Service (EDRS), P.O. Drawer 0, Bethesda, Maryland 20014. Any document that has a MF (microfiche) price listed may be ordered from EDRS or may be found in any complete ERIC microfiche collection. Check the pink "Availability" sheet for locations of microfiche collections in Texas.

Where HC (hard copy) price is given, the complete document is available in paper copy from EDRS. If paper copy is not available from EDRS, an availability note at the end of the abstract will give information on how to obtain paper copy.

RIE Computer Tapes Searched: 1966-March 1972

prepared by
TEXAS INFORMATION SERVICE
6504 Tracor Lane
Austin, Texas 78721
512/926-8080, ext. 50

June 1972

PUBLICATION DATE.. MAR66

TITLE.. THE FLEXIBLE SYSTEM, AN ECONOMIC ANALYSIS OF ADVANTAGES OF THE QUARTERLY CALENDAR IN PUBLIC SCHOOLS.

PERSONAL AUTHOR.. BAUMAN, W. SCOTT

INSTITUTION CODE.. RUF87910

DESCRIPTOR.. ACHIEVEMENT *ECONOMIC RESEARCH EDUCATIONAL FACILITIES EFFECTIVE TEACHING EXPENDITURES OPERATING EXPENSES *PUBLIC SCHOOL SYSTEMS *QUARTER SYSTEM SCHOOL SCHEDULES SCHOOL TAXES TEACHER SALARIES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 46P.

ABSTRACT.. THE AUTHOR SUBMITS THAT PROBLEMS OF FINANCE AND STUDENT CAPACITY NECESSITATE INCREASED FLEXIBILITY IN SCHOOL PROGRAMS. A POSSIBLE SOLUTION IS PRESENTED--SCHEDULING THE SCHOOL YEAR ON A QUARTER SYSTEM %OR THE FLEXIBLE SYSTEM¤--UNDER WHICH ONLY 75 PERCENT OF THE STUDENTS WOULD BE IN SCHOOL AT THE SAME TIME AND THE SCHOOL /EAR WOULD BE EXTENDED TO 11 MONTHS. THIS SYSTEM WOULD INCREASE TEACHER EFFECTIVENESS BY GIVING TEACHERS PROFESSIONAL WORK 11 MONTHS A YEAR AND SUBSTANTIALLY INCREASING THEIR SALARIES. SUCH A PROGRAM WOULD ALSO GIVE STUDENTS GREATER FLEXIBILITY IN PROGRAM PLANNING. ACCELERATED AND DECELERATED PROGRAMS COULD BE EFFECTED MORE EASILY. TWO POSSIBLE FLEXIBLE SYSTEMS ARE PROPOSED--%1¤ THE PUPIL ROTATION PLAN, AND %2¤ THE CONSTANT QUARTER PLAN, BOTH OF WHICH ARE DETAILED IN THE REPORT. %HW¤

****END OF ABSTRACT****

PUBLICATION DATE.. 66

TITLE.. YEAR-ROUND SCHOOLS FOR POLK COUNTY, FLORIDA, A FEASIBILITY STUDY.

PERSONAL AUTHOR.. WHITE, J. B. AND OTHERS

INSTITUTION CODE.. HWP26223

DESCRIPTOR.. *ACCELERATED PROGRAMS BIBLIOGRAPHIES COSTS EXPENDITURES INSTRUCTIONAL STAFF PARENT REACTION PUBLIC RELATIONS *QUARTER SYSTEM SCHOOL SCHEDULES *SUMMER PROGRAMS TEACHER SALARIES *TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 75P.

ABSTRACT.. TO EVALUATE YEAR-ROUND SCHOOLS, POLK COUNTY, FLORIDA, SCHOOLS REQUESTED A STUDY OF THE LITERATURE ON YEAR-ROUND OPERATION OF PUBLIC SCHOOLS AND A NATIONWIDE SURVEY OF STATE DEPARTMENTS OF EDUCATION. NEW YORK, CALIFORNIA, AND FLORIDA WERE FOUND TO OPERATE SOME SCHOOLS ON A YEAR-ROUND BASIS. THREE OF SEVEN OUTLINED PLANS WERE SELECTED FOR SPECIAL ANALYSIS--REGULAR YEAR PLUS SUMMER ATTENDANCE, STAGGERED FOUR QUARTERS, AND THE TRIMESTER PLAN. UNDER THE QUARTER SYSTEM, A POLK COUNTY ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 540 PUPILS TO OPERATE AT LOWER COST THAN THE PRESENT SYSTEM ALLOWS BECAUSE INSTRUCTIONAL SALARIES AMOUNT TO 80 PERCENT OF ALL CURRENT EDUCATIONAL EXPENSES IN POLK COUNTY. UNDER THE TRIMESTER SYSTEM, THE ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 432 PUPILS TO OPERATE WITH A LOWER TOTAL INSTRUCTIONAL SALARIES COST. JUNIOR AND SENIOR HIGH SCHOOLS WOULD REQUIRE MORE TEACHERS AND HIGHER SALARIES FOR BOTH THE QUARTER AND TRIMESTER SYSTEMS BECAUSE THEY MUST OFFER A WIDE RANGE OF SUBJECTS REQUIRING A LARGER PROPORTIONATE TEACHING STAFF THAN ELEMENTARY SCHOOLS. OTHER COST DIFFERENTIALS INCLUDE ADMINISTRATION, PLANT OPERATION, AUXILIARY CHARGES, FIXED CHARGES, AND CAPITAL OUTLAY. SPECIAL PROBLEMS INCLUDE ADMINISTRATION, PLANT MAINTENANCE, TEACHER RECRUITMENT AND RETENTION, CURRICULUM DEVELOPMENT, PUPIL REASSIGNMENT, AND PUBLIC RELATIONS. PUBLIC REACTION FROM 4,210 RESPONDENTS %2,477 PARENTS, 487 TEACHERS, AND 1,246 STUDENTS¤ FAVORED THE REGULAR SCHOOL YEAR PLUS SUMMER PROGRAM OPERATED WITHOUT COST TO PARENTS BUT WITH ATTENDANCE COMPULSORY FOR STUDENTS NOT PROMOTED AND VOLUNTARY FOR OTHERS. AN EIGHTH PLAN PROVIDING 210 DAYS OF CONTINUOUS STUDY FOR ALL PUPILS IS RECOMMENDED AS THE BEST MEANS OF INCREASING THE EDUCATIONAL QUALITY LEVEL AND OBTAINING THE GREATEST AMOUNT OF EDUCATIONAL RETURN PER DOLLAR INVESTED IN THE PUBLIC SCHOOLS. %JK¤

****END OF ABSTRACT****

PUBLICATION DATE.. MAR68

TITLE.. SETTING THE STAGE FOR LENGTHENED SCHOOL YEAR PROGRAMS--A SPECIAL REPORT PREPARED FOR THE GOVERNOR AND THE LEGISLATURE OF THE STATE OF NEW YORK.

INSTITUTION CODE.. QPX62775

DESCRIPTOR.. ACADEMIC ACHIEVEMENT *COSTS CURRICULUM DEVELOPMENT EDUCATIONAL IMPROVEMENT *EXPERIMENTAL PROGRAMS *EXTENDED SCHOOL YEAR PARENT REACTION QUARTER SYSTEM *SCHOOL ORGANIZATION *SCHOOL SCHEDULES SPACE UTILIZATION STAFF UTILIZATION STUDENT REACTION SUMMER SCHOOLS TEACHER ATTITUDES TRIMESTER SCHEDULES YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 119P.

ABSTRACT.. THIS REPORT TO THE NEW YORK LEGISLATURE DESCRIBES SEVERAL EXTENDED SCHOOL YEAR DESIGNS WHICH HAVE BEEN CREATED TO HELP ATTAIN THE GOALS OF ECONOMY AND INCREASED EDUCATIONAL OPPORTUNITY--%1¤ THE CONTINUOUS PROGRESS DESIGN, %2¤ THE MODIFIED SUMMER SCHOOL, %3¤ THE TRIMESTER DESIGN, %4¤ THE QUADRIMESTER DESIGN, %5¤ THE EXTENDED K TO 12 PLAN, AND %6¤ THE MULTIPLE TRAILS PLAN. THE REPORT SUPPLEMENTS EARLIER PUBLICATIONS AND PRESENTS SPECIFIC FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS WHICH MAY BECOME THE BASIS FOR NEW EXTENDED SCHOOL YEAR PROGRAMS. EA 001 444 IS A RELATED DOCUMENT. %TT¤

****END OF ABSTRACT****

PUBLICATION DATE.. JAN66

TITLE.. EXTENDED SCHOOL YEAR DESIGNS--AN INTRODUCTION TO NEW PLANS OF SCHOOL ORGANIZATION WHICH CAN RESULT IN FINANCIAL ECONOMIES AND PROVIDE MORE EDUCATION FOR ALL PUPILS.

PERSONAL AUTHOR.. THOMAS, GEORGE ISAIAH

INSTITUTION CODE.. QPX62775

DESCRIPTOR.. *COSTS CURRICULUM DEVELOPMENT DROPOUT PREVENTION EDUCATIONAL IMPROVEMENT ELEMENTARY SCHOOLS *EXPERIMENTAL PROGRAMS *EXTENDED SCHOOL YEAR QUARTER SYSTEM *SCHOOL ORGANIZATION *SCHOOL SCHEDULES SECONDARY SCHOOLS SPACE UTILIZATION STAFF UTILIZATION STUDENT ENROLLMENT SUMMER SCHOOLS TEACHER SALARIES TRIMESTER SCHEDULES YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 138P.

ABSTRACT.. THIS REPORT EXPLORES PLANS OF ELEMENTARY AND SECONDARY SCHOOL ORGANIZATION BASED UPON THE LENGTHENING OF THE SCHOOL YEAR TO REDUCE BY ONE OR MORE YEARS THE TOTAL PERIOD OF SCHOOLING. PRACTICAL INFORMATION IS PRESENTED CONCERNING %1¤ THE CONTINUOUS SCHOOL YEAR PLAN, %2¤ THE TRIMESTER PLAN, %3¤ THE QUADRIMESTER PLAN, %4¤ THE MODIFIED SUMMER SCHOOL PLAN, AND %5¤ THE EXTENDED K TO 12 PLAN. THE EFFECTS OF EACH PLAN UPON STUDENTS, TEACHERS, SCHOOL FACILITIES, SCHOOL FINANCE, AND CURRICULUM ARE DISCUSSED. LONG-RUN FINANCIAL BENEFITS ARE EXPECTED TO ACCRUE FROM SAVINGS IN SALARIES, TRANSPORTATION COSTS, CAPITAL OUTLAY, DEBT SERVICE, AND BUILDING OPERATION COSTS WHILE REVENUES SHOULD INCREASE FROM RELATIVELY LARGER TAX ROLLS. POTENTIAL EDUCATIONAL ADVANTAGES ARISE FROM %1¤ REDUCTION IN THE NUMBER OF DROPOUTS, %2¤ SMALLER CLASS SIZE, %3¤ MORE INSTRUCTIONAL TIME TO MEET THE BASIC NEEDS OF EACH CHILD WITHOUT ADDITIONAL COST, %4¤ MORE EFFECTIVE UTILIZATION OF SPECIAL FACILITIES, %5¤ REDUCTION OF THE GAP BETWEEN TEACHER DEMAND AND TEACHER SUPPLY, AND %6¤ INCREASED TEACHER QUALITY RESULTING FROM THE ABILITY TO PAY HIGHER SALARIES AND THUS TO COMPETE EFFECTIVELY FOR QUALIFIED INDIVIDUALS. REQUIRED CURRICULUM ADJUSTMENTS TO MAKE SUCH PLANS EFFECTIVE ARE DISCUSSED IN DETAIL. EA 001 378 IS A RELATED DOCUMENT. %TT¤

****END OF ABSTRACT****

PUBLICATION DATE.. FEB 68

TITLE.. THE TWELVE MONTH SCHOOL YEAR, A STUDY OF THE ADVANTAGES AND DISADVANTAGES OF THE FOUR QUARTER SYSTEM.

PERSONAL AUTHOR.. WEHMHOEFER, ROY A.

INSTITUTION CODE.. B8B00349

DESCRIPTOR.. *COST EFFECTIVENESS EDUCATIONAL FACILITIES EDUCATIONAL PROGRAMS *EXTENDED SCHOOL YEAR LITERATURE REVIEWS *QUARTER SYSTEM *SCHOOL SYSTEMS *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 15P.

ABSTRACT.. THE LITERATURE ON THE STAGGERED FOUR QUARTER SYSTEM IS REVIEWED, AND THE ADVANTAGES AND DISADVANTAGES OF THE SYSTEM ARE DISCUSSED. %HW□

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 66

TITLE.. THE EXTENDED SCHOOL YEAR IN THE STATE OF UTAH.

PERSONAL AUTHOR.. PETTERSON, CARL EMMANUEL

INSTITUTION CODE.. BBB00346 YEX90007

DESCRIPTOR.. CLASS SIZE *CURRICULUM DEVELOPMENT EDUCATIONAL FINANCE EDUCATIONAL IMPROVEMENT *EXTENDED SCHOOL YEAR SCHOOL CALENDARS SCHOOL COMMUNITY RELATIONSHIP *SCHOOL DISTRICTS *STATE PROGRAMS STUDENT ENROLLMENT STUDENT TRANSPORTATION SUMMER PROGRAMS *SUMMER SCHOOLS TEACHER EDUCATION YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 154P. MASTER OF SCIENCE THESIS SUBMITTED TO UNIVERSITY OF UTAH, JUNE, 1966.

ABSTRACT.. THIS STUDY EXAMINES THE EXTENDED SCHOOL YEAR AND SUMMER SCHOOL PROGRAM SUPPORTED BY THE STATE OF UTAH DURING THE SUMMER OF 1965. FACTS, STATISTICS, OPINIONS, AND OTHER INFORMATION ENABLE EDUCATORS AND LEGISLATORS TO MAKE INFORMED DECISIONS CONCERNING THE FUTURE OF SUMMER SCHOOL PROGRAMS IN UTAH. INFORMATION FOR THE STUDY WAS OBTAINED FROM THREE MAJOR SOURCES (1) AN ORAL INTERVIEW WITH EACH DISTRICT SUPERINTENDENT, (2) A PERSONAL VISIT TO SELECTED SCHOOLS, AND (3) QUESTIONNAIRES DISTRIBUTED TO A RANDOM SAMPLE OF PARENTS, STUDENTS, AND TEACHERS. THE RESULTS OF THE STUDY LED TO FIVE RECOMMENDATIONS (1) THE SUMMER PROGRAM SHOULD BE CONTINUED AND EXPANDED, (2) INCREASED COMMUNICATION AND COOPERATION IS NEEDED BETWEEN THE COMMUNITY AND THE SCHOOLS IN THE FORMULATION OF SUMMER PROGRAMS, (3) CLASS SIZE OF THE SUMMER PROGRAM SHOULD BE INVESTIGATED FURTHER, (4) STUDENT TRANSPORTATION SHOULD BE IMPROVED, AND (5) USE SHOULD BE MADE OF ANY INDUSTRIAL, HISTORICAL, OR RECREATIONAL FACILITIES WHICH THE COMMUNITY HAS TO OFFER. (HW)

****END OF ABSTRACT****

PUBLICATION DATE.. OCT 68

TITLE.. ANNOTATED BIBLIOGRAPHY ON YEAR-ROUND SCHOOL PROGRAMS.

PERSONAL AUTHOR.. WHITNEY, HOWARD, COMP. PIELE, PHILIP, COMP.

INSTITUTION CODE.. SJJ69850

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES CONTINUOUS PROGRESS PLAN *COST EFFECTIVENESS *EDUCATIONAL QUALITY *EXTENDED SCHOOL YEAR FLEXIBLE SCHEDULES QUARTER SYSTEM SCHOOL CALENDARS SEMESTER DIVISION SUMMER SCHOOLS TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 10P.

ABSTRACT.. THIS ANNOTATED BIBLIOGRAPHY IS A SELECTED LISTING OF 11 BOOKS AND PAMPHLETS, THREE DISSERTATIONS, AND 31 ARTICLES ON YEAR-ROUND SCHOOL PROGRAMS PUBLISHED SINCE 1962. THE DOCUMENTS LISTED EXPLORE THE EFFECTS ON COST AND EDUCATIONAL QUALITY OF ¤1¤ STAGGERED QUARTER PLANS, ¤2¤ QUARTER SYSTEM PLANS, ¤3¤ STAGGERED TRIMESTER PLANS, ¤4¤ SPLIT TRIMESTER PLANS, ¤5¤ TRIMESTER SYSTEM PLANS, ¤6¤ EXTENDED K TO 12 PLANS, AND ¤7¤ SUMMER SCHOOL PLANS, AS WELL AS GIVE SUGGESTIONS FOR IMPLEMENTING SUCH PLANS. ¤TT¤

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. EFFECTIVE INSTRUCTION A REPORT ON THE FOUR-QUARTER PLAN OF ORGANIZATION.

INSTITUTION CODE.. IEE04722

DESCRIPTOR.. *CURRICULUM DEVELOPMENT FINANCIAL PROBLEMS GRADUATION REQUIREMENTS *QUARTER SYSTEM SCHOOL CALENDARS *SCHOOL ORGANIZATION *SECONDARY SCHOOLS STATE AID *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 34P.

ABSTRACT.. WITH THE BEGINNING OF THE 1968-69 SCHOOL TERM, THE ATLANTA PUBLIC SCHOOLS IMPLEMENTED THE FOUR-QUARTER PLAN FOR REORGANIZATION OF THE SECONDARY SCHOOL CURRICULUM. THE YEAR IS DIVIDED INTO FOUR QUARTERS OF APPROXIMATELY THE SAME LENGTH. PUPILS WERE COMPELLED TO ATTEND THE FIRST THREE QUARTERS OF THE 1968-69 TERM. FOURTH QUARTER ATTENDANCE IS OPTIONAL. PUPILS CHOOSING TO ATTEND THE FOURTH QUARTER MAY ACCELERATE, ADD ENRICHMENT COURSES, OR TAKE REMEDIAL WORK. A PUPIL ATTENDING THE FOURTH QUARTER MAY CHOOSE WHICH THREE OF THE NEXT FOUR QUARTERS HE WISHES TO ATTEND, OR MAY ATTEND ALL FOUR QUARTERS. THE FINANCING OF THE FOURTH QUARTER IS YET TO BE SOLVED BUT IT IS HOPED THAT STATE AID WILL BE RECEIVED. REVISION AND RESTRUCTURING OF THE CURRICULUM IS IN A DEVELOPMENTAL STAGE WHICH WILL EVENTUALLY RESULT IN INDIVIDUALIZED INSTRUCTION. A DESCRIPTION OF THE NEW PROGRAM AND REPORTS TO PARENTS AND PUPILS CONCERNING THE FOUR-QUARTER INSTRUCTIONAL PROGRAM ARE CONTAINED IN APPENDICES. ZHW□

****END OF ABSTRACT****

PUBLICATION DATE.. APR 69

TITLE.. ITaS TIME TO RESCHEDULE THE SCHOOL YEAR.

PERSONAL AUTHOR.. THOMAS. GEORGE I.

DESCRIPTOR.. *ACCELERATION COMPUTER ORIENTED PROGRAMS *ECONOMICS *EDUCATIONAL IMPROVEMENT *EXTENDED SCHOOL YEAR *PUBLIC SCHOOLS SUMMER PROGRAMS YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 19P. PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCH. BOARDS ASSN. %29TH, MIAMI BEACH, FLA., APRIL 12-15, 1969¤

ABSTRACT.. WHILE MOST ADMINISTRATORS ARE PRIMARILY INTERESTED IN THE ECONOMIES OFFERED BY THE EXTENDED SCHOOL YEAR, IT IS THE OPPORTUNITIES FOR INCREASING EDUCATIONAL QUALITY WHICH SHOULD RECEIVE PRIMARY ATTENTION. THE KNOWLEDGE EXPLOSION IN THE PAST 70 YEARS DICTATES THIS FOCUS. THERE ARE FOUR BASIC WAYS OF RESCHEDULING THE SCHOOL YEAR %1¤ THE STAGGERED QUARTER PLAN AND ITS MANY VARIATIONS, IN WHICH THE SCHOOLS OPERATE YEAR-ROUND WITH VACATIONS SPREAD THROUGHOUT THE YEAR %2¤ THE EXTENDED SCHOOL YEAR %204-212 DAYS¤, WITH ECONOMIES ARISING FROM STUDENT ACCELERATION %3¤ THE SUMMER SCHOOL PROGRAMS FOR REMEDIAL, MAKEUP, OR ENRICHMENT WORK AND %4¤ THE MULTIPLE TRAILS DESIGN. THE MULTIPLE TRAILS DESIGN IS THE MOST FLEXIBLE OF THE PLANS SINCE IT DOES NOT RELY ON TERM ROTATION OR ACCELERATION TO ACHIEVE DESIRED GOALS AND IT ALLOWS EDUCATORS TO BE INNOVATIVE. IT ALLOWS FOR INDIVIDUALIZED PROGRAMS, ACCELERATION, AND ENRICHMENT, AND GIVES TEACHERS TIME FOR INDIVIDUAL DEVELOPMENT. COMPUTERS PROGRAMED WITH MANY RESCHEDULED SCHOOL YEARS WILL SOON BE READY TO PROVIDE INDIVIDUAL SCHOOL DISTRICTS WITH PROGRAMS WHICH WILL BEST FIT THEIR NEEDS AND CONDITIONS. VACATIONS ARE BECOMING YEAR-ROUND PHENOMENA AND SHOULD NOT HINDER YEAR-ROUND SCHOOLS AS THEY DID IN THE PAST. %HW¤

****END OF ABSTRACT****

PUBLICATION DATE.. 68

TITLE.. THE RESCHEDULED SCHOOL YEAR.

PERSONAL AUTHOR.. VARNER, SHERRELL E.

INSTITUTION CODE.. FGK56700

DESCRIPTOR.. BIBLIOGRAPHIES CONTINUOUS PROGRESS PLAN ECONOMIC FACTORS *EDUCATIONAL RESEARCH *EXPERIMENTAL PROGRAMS *EXTENDED SCHOOL YEAR *FEASIBILITY STUDIES NATIONAL SURVEYS QUARTER SYSTEM SUMMER SCHOOLS TEACHER SHORTAGE TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 39P.

ABSTRACT.. THE EXTENDED SCHOOL YEAR IS BASED ON THE NEEDS TO ECONOMIZE, TO IMPROVE TEACHER STATUS, TO DEAL WITH THE TEACHER SHORTAGE, TO IMPROVE AND ENRICH EDUCATION FOR ALL PUPILS, TO ACHIEVE PUPIL ACCELERATION, AND TO KEEP YOUTH BUSY AND OFF THE STREETS DURING THE SUMMER MONTHS. IN SPITE OF THESE CLAIMED ADVANTAGES, EXPERIMENTATION AND ADOPTION OF EXTENDED SCHOOL YEAR PLANS HAVE NOT BEEN WIDESPREAD. AFTER A DISCUSSION OF THE TRADITIONAL SUMMER SCHOOL PLAN, THIS REPORT SUMMARIZES THE OPERATIONS, EXPERIMENTS, AND STUDIES WHICH HAVE BEEN CONDUCTED ON EACH OF THE FOLLOWING PLANS %1¤ ROTATING FOUR-QUARTER, %2¤ CONTINUOUS FOUR-QUARTER, %3¤ EXTENDED SCHOOL YEAR, %4¤ CONTINUOUS SCHOOL YEAR OR CONTINUOUS PROGRESS, %5¤ MULTIPLE TRAILS, %6¤ MODIFIED SUMMER SCHOOL, %7¤ TRIMESTER, %8¤ QUADRIMESTER, AND %9¤ EXTENDED K-12. A BIBLIOGRAPHY CONTAINING 62 BOOKS AND ARTICLES, 22 RESEARCH REPORTS, AND FIVE RESEARCH SUMMARIES IS APPENDED. %DE¤

AVAILABILITY.. PUBLICATION SALES SECTION, NATIONAL EDUC. ASSN., 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 %STOCK NO. 434-22812, SINGLE COPY $1.00, QUANTITY DISCOUNTS¤.

****END OF ABSTRACT****

PUBLICATION DATE.. MAY 69

TITLE.. FEASIBILITY OF RESCHEDULED SCHOOL YEAR PLANS FOR DELAWARE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS.

INSTITUTION CODE.. EYV20775

DESCRIPTOR.. ANNOTATED BIBLIOGRAPHIES CASE STUDIES %EDUCATION¤ ELEMENTARY GRADES *EXTENDED SCHOOL YEAR *FEASIBILITY STUDIES INSTRUCTIONAL PROGRAMS *SCHOOL CALENDARS *SCHOOL SCHEDULES SECONDARY GRADES SUMMER PROGRAMS *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 48P.

ABSTRACT.. A STUDY TEAM FOR THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION SOUGHT TO DISCOVER A RESCHEDULED SCHOOL YEAR DESIGN THAT COULD BE ADOPTED AND USED TO INCREASE THE EFFICIENCY OF STAFF AND SCHOOL FACILITIES IN DELAWARE. THROUGH A SEARCH OF THE LITERATURE, VISITS TO THREE SCHOOL DISTRICTS, AND A CONFERENCE WITH A NATIONALLY RECOGNIZED CONSULTANT, RECOMMENDATIONS WERE MADE. PILOT PROGRAMS WERE SUGGESTED FOR SELECTED DELAWARE SCHOOL DISTRICTS TO TEST THE FEASIBILITY OF TWO RESCHEDULED SCHOOL YEAR PLANS %1¤ AT THE ELEMENTARY LEVEL, AN EXTENDED TERM OF APPROXIMATELY 200 DAYS FOR ALL STUDENTS TO GIVE MORE FLEXIBILITY IN THE INSTRUCTIONAL PROGRAM AND TO IMPROVE PAY AND STATUS FOR TEACHERS %2¤ AT THE SECONDARY LEVEL, A VOLUNTARY SUMMER SESSION TO INCREASE EDUCATIONAL OPPORTUNITIES FOR STUDENTS TO MAKE UP WORK, ACCELERATE THEIR PROGRESS, OR BROADEN THEIR STUDIES WITHOUT THE EXPENSE OF REVISING SCHOOL ORGANIZATION AND CURRICULUM. IT WAS RECOMMENDED THAT PILOT PROJECTS BE FUNDED IN EQUAL AMOUNTS FROM STATE, ESEA TITLE III, AND LOCAL SOURCES. AN ANNOTATED BIBLIOGRAPHY OF 91 CITATIONS IS INCLUDED. %LN¤

****END OF ABSTRACT****

PUBLICATION DATE.. MAR 70

TITLE.. THE IMPACT OF A RESCHEDULED SCHOOL YEAR A SPECIAL REPORT PREPARED FOR THE GOVERNOR AND THE LEGISLATURE OF THE STATE OF NEW YORK.

INSTITUTION CODE.. QPX62775

DESCRIPTOR.. DISADVANTAGED YOUTH *ECONOMIC FACTORS EDUCATIONAL NEEDS *EDUCATIONAL OBJECTIVES *EXTENDED SCHOOL YEAR QUARTER SYSTEM *SCHOOL SCHEDULES TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 164P.

ABSTRACT.. THIS REPORT DESCRIBES FINDINGS ON THE FEASIBILITY OF EXTENDED SCHOOL YEAR PLANS AND OUTLINES SEVERAL APPROACHES WHICH CAN BE RECOMMENDED FOR THEIR ECONOMICAL AND EDUCATIONAL IMPLEMENTATION. SIX PLANS ARE RECOMMENDED %1¤ THE CONTINUOUS LEARNING YEAR CYCLING PLAN WHICH WILL RELEASE 25 PERCENT OF EXISTING SPACE IN THE FIRST YEAR %2¤ THE MULTIPLE VARIATIONS SUCH AS THE 45-15 OR 9-3 PLAN WHICH WILL RELEASE 33 1/3 PERCENT OF EXISTING SPACE IN FINAL YEAR %3¤ THE MULTIPLE TRAILS PLAN WHICH MAY RELEASE UP TO 35 PERCENT OF CLASSROOM SPACE AND/OR 50 PERCENT IN AN OCCUPATIONAL TRAINING CENTER %4¤ THE ACCELERATION TRIMESTER PLAN WHICH WILL RELEASE SPACE FOR ONE CLASS AT THE END OF TRIMESTER FOUR %A YEAR AND A QUARTER¤ %5¤ THE ACCELERATION QUADRIMESTER NINE %2 1/4 YEARS¤ AND, %6¤ THE ACCELERATION SPLIT TRIMESTER AND SPLIT QUADRIMESTER WHICH WILL RELEASE SPACE FOR ONE CLASS AT THE END OF 2 TO 3 YEARS. DISCUSSIONS OF ECONOMY, INCLUDING TEACHER SALARIES AND STAFF UTILIZATION, AND EDUCATIONAL OBJECTIVES ARE ALSO PRESENTED. IT IS HELD THAT AS A RESULT OF THE NEW YORK STATE EXPERIENCE, THIS EXPERIMENT IS READY TO ENTER INTO A MORE EXTENSIVE, PRACTICAL APPLICATION IN SCHOOL DISTRICTS WHICH WANT TO REALIZE THE BASIC OBJECTIVES FOR RESCHEDULING A SCHOOL YEAR. %KG¤

****END OF ABSTRACT****

PUBLICATION DATE.. 70

TITLE.. 9+ THE YEAR-ROUND SCHOOL.

INSTITUTION CODE.. FGK01610

DESCRIPTOR.. *EXTENDED SCHOOL YEAR *PROGRAM DESCRIPTIONS PROGRAM EFFECTIVENESS PROGRAM PLANNING *PROGRAM PROPOSALS QUARTER SYSTEM SCHEDULE MODULES *SCHOOL SCHEDULES SUMMER PROGRAMS SUMMER SCHOOLS *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 36P.

ABSTRACT.. THE 9-MONTH SCHOOL YEAR WITH A 3-MONTH SUMMER VACATION HAD ITS ORIGIN IN OUR EARLIER AGRARIAN LIFE. TODAY@S TEACHER SHORTAGES, OVERCROWDED SCHOOLS, AND PRESSURES TO LEARN DEMAND EXTENSIONS OF THE SCHOOL YEAR. THIS PUBLICATION ANALYZES FIVE PROGRAMS %1¤ A STAGGERED-VACATION SCHOOL YEAR FOR ALL, %2¤ A FULL 48-WEEK SCHOOL YEAR FOR ALL, %3¤ A VOLUNTARY SUMMER PROGRAM, %4¤ A SUMMER STUDIES PROGRAM FOR PROFESSIONAL PERSONNEL, AND %5¤ THE MULTIPLE TRAILS PLAN BASED ON TIME MODULES. A BRIEF DESCRIPTION OF THE FULTON COUNTY %GEORGIA¤ FOUR-QUARTER PLAN IS PROVIDED, ALONG WITH MAJOR REFERENCES TO YEAR-ROUND COLLEGE PROGRAMS. AN EXTENSIVE BIBLIOGRAPHY IS ALSO INCLUDED. %AUTHOR/LLR¤

AVAILABILITY.. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 %$2.00, QUANTITY DISCOUNTS¤

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. MT. SEQUOYAH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION.

INSTITUTION CODE.. BBB03759 BBB03760

DESCRIPTOR.. *EXTENDED SCHOOL YEAR *PROGRAM DESCRIPTIONS PROGRAM EFFECTIVENESS *PROGRAM PROPOSALS QUARTER SYSTEM SCHEDULE MODULES *SCHOOL SCHEDULES SUMMER SCHOOLS *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 66P.

ABSTRACT.. BASED ON THE ASSUMPTION THAT EDUCATION IS AN ONGOING PROCESS, THIS FIRST NATIONAL SEMINAR WAS INSTITUTED TO SERVE AS A CLEARINGHOUSE OF INFORMATION ON YEAR-ROUND EDUCATION. THE SEMINAR BROUGHT TOGETHER SOME OF THE NATION@S MOST CREATIVE EDUCATORS TO CONSIDER YEAR-ROUND SCHOOLS AS A MEANS OF IMPROVING THE QUALITY OF EDUCATION WITHOUT CORRESPONDING INCREASES IN COSTS. EXCERPTS OF 13 SPEECHES DELIVERED AT THE CONFERENCE, A GENERAL SUMMARY OF SPEECHES, AND LISTS OF SEMINAR CONSULTANTS AND PARTICIPANTS ARE INCLUDED. %LLR¤

****END OF ABSTRACT****

PUBLICATION DATE.. SEP 69

TITLE.. THE YEAR-ROUND SCHOOL OR THE RESCHEDULED SCHOOL YEAR.

PERSONAL AUTHOR.. CUDDY, EDWARD H.

INSTITUTION CODE.. BBB03939

DESCRIPTOR.. BIBLIOGRAPHIES *CHARTS *EXTENDED SCHOOL YEAR *PROGRAM DESCRIPTIONS PROGRAM EFFECTIVENESS PROGRAM PLANNING *PROGRAM PROPOSALS QUARTER SYSTEM SCHOOL SCHEDULES SUMMER SCHOOLS *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 119P.

ABSTRACT.. THIS INDEPTH STUDY EXAMINES LITERATURE ON THE CONCEPT OF THE YEAR ROUND SCHOOL, THE EXPERIENCES OF THOSE WHO HAVE TRIED THIS APPROACH TO EDUCATION, AND THE RECENT TRENDS IN THIS DIRECTION. GUIDELINES USED IN DEVELOPING THE STUDY WERE %1¤ PAST OR PRESENT EXPERIENCES WITH THE YEAR ROUND SCHOOL, %2¤ FORMAT OF PRESENT YEAR ROUND SCHOOLS, %3¤ DEGREE TO WHICH YEAR ROUND SCHOOLS ARE ACCEPTED THROUGHOUT THE UNITED STATES, AND %4¤ MAJOR ADVANTAGES AND DISADVANTAGES OF THE YEAR ROUND SCHOOL. INCLUDED ARE DESCRIPTIONS OF 10 DIFFERENT PLANS FOR YEAR ROUND SCHOOLS, AN ASSESSMENT OF YEAR ROUND SCHOOLS IN GENERAL, AN OVERALL SUMMARY, AND A BIBLIOGRAPHY OF 59 SOURCES. %FIGURES 3, 4, 13, 19, AND 20 MAY BE OF POOR QUALITY IN HARD COPY BECAUSE OF MARGINAL LEGIBILITY¤. %AUTHOR/LR¤

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. FOUR-QUARTER SCHOOL YEAR. RESULTS OF AN EXPLORATORY STUDY OF THE FOUR-QUARTER SCHOOL YEAR IN METROPOLITAN ATLANTA.

PERSONAL AUTHOR.. BENTLEY, ERNEST L AND OTHERS

INSTITUTION CODE.. BBB03628

DESCRIPTOR.. COMMUNITY LEADERS EDUCATIONAL CHANGE EDUCATIONAL DISADVANTAGEMENT EDUCATIONAL IMPROVEMENT *EVALUATION *EXTENDED SCHOOL YEAR PRINCIPALS QUARTER SYSTEM *RESEARCH STUDENT OPINION SUPERINTENDENTS *SURVEYS TEACHER ATTITUDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 44P.

ABSTRACT.. SIX ATLANTA, GEORGIA, SCHOOL SYSTEMS INITIATED A FOUR-QUARTER SCHOOL YEAR PROGRAM IN 1968-69. AN EXPLORATORY STUDY WAS CONDUCTED TO DEVELOP PROCEDURES AND INSTRUMENTS FOR A COMPREHENSIVE EXAMINATION OF THE PLAN. STRONG SUPPORT EXISTS IN ALL GROUPS INTERVIEWED -- SUPERINTENDENTS AND STEERING COMMITTEE MEMBERS, STUDENTS, PARENTS, TEACHERS, PRINCIPALS, AND COMMUNITY INFLUENTIALS -- FOR CONTINUATION OF THE PROGRAM. ACCORDING TO THOSE INTERVIEWED, THE FOUR-QUARTER PLAN INCREASES FLEXIBILITY AND USES HUMAN RESOURCES AND PHYSICAL FACILITIES MORE EFFICIENTLY. THERE IS ALSO BASIC AGREEMENT ON PERCEIVED CHANGES NEEDED, REASONS FOR CHANGES, AND POSSIBLE ADVANTAGES OR DISADVANTAGES OF THE PROGRAM. %APPENDIX AND FIGURE 5 ON PAGE 31 MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY□. %AUTHOR/RA□

****END OF ABSTRACT****

PUBLICATION DATE.. MAY 69

TITLE.. POST-CONFERENCE REPORT EXTENDED SCHOOL YEAR CONFERENCE.

PERSONAL AUTHOR.. PERRY, IONE L., COMP.

INSTITUTION CODE.. HWP26251

DESCRIPTOR.. ADMINISTRATIVE PROBLEMS COMMUNITY COOPERATION COUNSELORS *CURRICULUM DEVELOPMENT ECONOMICALLY DISADVANTAGED *EDUCATIONAL FACILITIES EDUCATIONAL FINANCE *EXTENDED SCHOOL YEAR *FLEXIBLE SCHEDULING INSERVICE TEACHER EDUCATION TECHNOLOGICAL ADVANCEMENT URBAN CULTURE *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 71P. REPORT OF EXTENDED SCHOOL YEAR CONFERENCE, TALLAHASSEE, FLORIDA, MAY 1-2, 1969

ABSTRACT.. RISING SCHOOL ENROLLMENTS, CONSTRUCTION COSTS, AND THE SEARCH FOR EXCELLENCE IN EDUCATION HAVE REVIVED INTEREST IN THE EXTENDED SCHOOL YEAR. THE PURPOSE OF THIS CONFERENCE WAS TO ENABLE FLORIDA EDUCATORS AND CITIZENS TO INVESTIGATE VARIOUS DESIGNS FOR RESCHEDULING THE SCHOOL YEAR IN TERMS OF CURRICULUM, FLEXIBLE STAFF ORGANIZATION, AND SCHOOL FACILITIES. THE REPORT IS COMPRISED OF PAPERS PRESENTED BY CONSULTANTS ACTIVELY INVOLVED IN THE PLANNING AND OPERATION OF EXPERIMENTAL YEAR-ROUND PROGRAMS ACROSS THE COUNTRY. A SELECTED BIBLIOGRAPHY IS INCLUDED. %AUTHOR/MLF□

****END OF ABSTRACT****

PUBLICATION DATE.. 31 JAN 70

TITLE.. THE FOUR-QUARTER PLAN AND ITS FEASIBILITY FOR THE PORT HURON AREA SCHOOL DISTRICT. A RESEARCH STUDY.

PERSONAL AUTHOR.. ALAM, SAMI J.

INSTITUTION CODE.. 88800223 MVK32229

DESCRIPTOR.. COMMUNITY SUPPORT COMMUNITY SURVEYS *EXTENDED SCHOOL YEAR PROGRAM BUDGETING PROGRAM EVALUATION *QUARTER SYSTEM SCHOOL DISTRICT SPENDING *SCHOOL PLANNING *SCHOOL SCHEDULES SIMULATION *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 275P.

ABSTRACT.. THIS STUDY EXAMINES THE ECONOMIC, EDUCATIONAL, AND PHYSICAL FEASIBILITY OF THE FOUR-QUARTER PLAN WITH AN ASSIGNED VACATION. THE CHOICE OF THIS PLAN RESULTED FROM THE EXAMINATION OF RESEARCH AND LITERATURE ON DIFFERENT FORMS AND USES OF THE FOUR-QUARTER PLAN. IT WAS CONCLUDED THAT THE PLAN WOULD BE FEASIBLE IF THE FOLLOWING CONDITIONS WERE MET %1¤ CURRICULUM REVISION MUST ACCOMPANY THE MOVE TO THE PROPOSED PLAN %2¤ CONTENT WITHIN EACH DISCIPLINE IN THE PROGRAM OF INSTRUCTION MUST BE REEVALUATED %3¤ BUSINESS AND INDUSTRY, AS WELL AS TEACHING AND OPERATIONAL STAFFS OF THE SCHOOL DISTRICT, SHOULD SUPPORT THE PLAN AND %4¤ THE PROGRAM MUST BE ADEQUATELY FINANCED. THREE SURVEYS WERE CONDUCTED TO ASSESS THE ATTITUDES OF THE COMMUNITY, THE BUSINESS AND INDUSTRIAL REPRESENTATIVES, AND THE CERTIFIED STAFF TO THE PLAN. THE SURVEYS SHOW THAT %1¤ THE BUSINESS AND INDUSTRIAL COMMUNITY WAS EVENLY DIVIDED IN APPROVAL OR REJECTION, WHILE %2¤ TEACHERS WERE DIVIDED 39% IN FAVOR, 35% OPPOSED, AND 26% UNDECIDED. AN ANNOTATED BIBLIOGRAPHY IS INCLUDED. %MAPS I, II, AND III ON PAGES 2, 5, AND 6 MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY.¤ %AUTHOR/JF¤

****END OF ABSTRACT****

PUBLICATION DATE.. JAN 71

TITLE.. PLANNING A YEAR-ROUND SCHOOL OPERATION %A CASE-STUDY OF THE VALLEY VIEW SCHOOL DISTRICT 45-15 PLAN%. FINAL REPORT.

PERSONAL AUTHOR.. ROGGE, WILLIAM M.

INSTITUTION CODE.. BBB02307

DESCRIPTOR.. ADMINISTRATION *CASE STUDIES *COMMUNITY SUPPORT EXPENDITURE PER STUDENT PLANNING *SCHEDULING *SCHOOL SCHEDULES SPACE UTILIZATION *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 151P.

ABSTRACT.. THE YEAR-ROUND SCHOOL OPERATION OF THE VALLEY VIEW SCHOOL DISTRICT IS DESCRIBED FROM ITS PLANNING STAGES THROUGH THE IMPLEMENTATION OF THE PLANS. A 45-15 PLAN PROVIDES FOR EACH PUPIL FORTY-FIVE DAYS OF INSTRUCTION AND FIFTEEN EQUIVALENT DAYS OF VACATION. WITH THE CYCLE REPEATED FOUR TIMES EACH YEAR, ONE-FOURTH OF THE PUPILS ARE ON VACATION AT ANY ONE TIME. THE EXPERIENCE HAS SHOWN THAT THERE ARE THREE MAIN PROBLEMS TO BE SOLVED IN UNDERTAKING SUCH A PLAN. THESE ARE STUDENT SCHEDULING, TEACHER SCHEDULING, AND WINNING COMMUNITY SUPPORT. THE MOST DIFFICULT OF THESE IS STUDENT SCHEDULING, BUT THIS PROBLEM CAN BE EASED CONSIDERABLY BY THE USE OF INDIVIDUALIZED INSTRUCTION AND BY HAVING AS LARGE AN ENROLLMENT AS POSSIBLE IN EACH SCHOOL. ATTACHED ARE APPENDICES INCLUDING INSTRUMENTS USED IN THE STUDY AND QUESTIONNAIRES USED AMONG CONCERNED PARTICIPANTS. %DAS%

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. RESCHEDULED SCHOOL YEAR PLANS. ERIC/CEM RESEARCH REVIEW.

PERSONAL AUTHOR.. PIELE, PHILIP K.

INSTITUTION CODE.. SJJ69790 SJJ69850

DESCRIPTOR.. *EXTENDED SCHOOL YEAR LITERATURE REVIEWS *QUARTER SYSTEM *RESEARCH REVIEWS %PUBLICATIONS¤ *SCHOOL CALENDARS SCHOOL SCHEDULES TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 4P.

ABSTRACT.. THIS LITERATURE REVIEW, BASED ON ABSTRACTS OF DOCUMENTS ANNOUNCED IN RIE, COMPILES INFORMATION ON THE RESCHEDULED SCHOOL YEAR. FOLLOWING THE REVIEW IS A LIST OF THE 18 DOCUMENTS CITED, THEIR COSTS, AND AVAILABILITY. %LLR¤

JOURNAL CITATION.. R & D PERSPECTIVES W@71 PP3-6

****END OF ABSTRACT****

PUBLICATION DATE.. 31 OCT 70

TITLE.. FEASIBILITY STUDY OF FULL YEAR PUBLIC SCHOOL OPERATION %VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN□ BY DETAILED ANALYSIS OF REQUIRED SCHEDULING PLANS AND ACCOMPANYING CONSEQUENCES. FINAL REPORT.

PERSONAL AUTHOR.. GOVE, JAMES R. PAGE, J. PATRICK

INSTITUTION CODE.. BBB02307

DESCRIPTOR.. CONTRACT SALARIES EDUCATIONAL PLANNING EXTENDED SCHOOL YEAR *FACILITY UTILIZATION RESEARCH *FEASIBILITY STUDIES QUARTER SYSTEM *SCHEDULING SCHOOL CALENDARS SCHOOL PLANNING SCHOOL SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 262P.

ABSTRACT.. THIS REPORT INFORMS RESEARCHERS, EDUCATORS, AND LAYMEN ABOUT THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN. THE REPORT GIVES A BACKGROUND OF THE SCHOOL DISTRICT, DESCRIBES THE 45-15 PLAN IN DETAIL, ANALYZES ITS EFFECTS ON SCHOOL AND COMMUNITY, AND CHRONOLOGICALLY SUMMARIZES SIGNIFICANT EVENTS THAT FOLLOWED IMPLEMENTATION OF THE PLAN. THE PLAN, DEVELOPED MOSTLY BY PROFESSIONAL EDUCATORS FROM THE DISTRICT, WAS DEVELOPED OUT OF ECONOMIC NECESSITY AND NOT PRIMARILY AS AN EXPERIMENT. UNDER THE PLAN, STUDENTS IN THE DISTRICT SPEND 45 SCHOOL DAYS IN SCHOOL AND 15 SCHOOL DAYS OUT OF SCHOOL IN EACH OF FOUR CYCLES. IN ORDER TO HAVE THE SCHOOL IN CONTINUOUS OPERATION, ONLY ONE FOURTH OF THE STUDENTS ARE ON VACATION AT ANY ONE TIME. HENCE, THE STUDENTS ARE PLACED IN FOUR GROUPS STAGGERED BY 15-DAY PERIODS. REPRINTS OF NUMEROUS NEWSPAPER ARTICLES DISCUSSING THE PLAN ARE INCLUDED. SOME OF THESE REPRINTS MAY REPRODUCE POORLY. %AUTHOR/JF□

****END OF ABSTRACT****

PUBLICATION DATE.. 69

TITLE.. FULTON COUNTY SCHOOLS FOUR QUARTER PLAN.

INSTITUTION CODE.. IEE11263

DESCRIPTOR.. *COURSE DESCRIPTIONS COURSE ORGANIZATION GRADUATION REQUIREMENTS *QUARTER SYSTEM *SCHOOL ORGANIZATION *SECONDARY EDUCATION *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 61P.

ABSTRACT.. THE FULTON COUNTY FOUR-QUARTER PLAN ALLOWS A SECONDARY SCHOOL TO DEVELOP A PROGRAM TO MEET THE NEEDS OF EACH STUDENT WHILE ALLOWING STUDENTS TO PARTICIPATE IN COURSE SELECTION AND CLASS SCHEDULING. BECAUSE OF THE NEED FOR A QUALITY PROGRAM DURING THE SUMMER MONTHS, THIS PROGRAM HAS BEEN DESIGNED TO MEET THE STANDARDS OF THE TOTAL SCHOOL PROGRAM DURING ALL FOUR QUARTERS. ALL SUBJECT AREAS HAVE BEEN REORGANIZED INTO QUARTER COURSES INDEPENDENT OF ONE ANOTHER. ABOUT 70 PERCENT OF THE COURSES HAVE BEEN DEVELOPED TO BE INDEPENDENT AND TAKEN WITHOUT REGARD TO SEQUENCE. THIS DOCUMENT LISTS THE COURSES REQUIRED FOR GRADUATION IN EACH OF THREE PROGRAMS AND DESCRIBES BRIEFLY EACH COURSE. %AUTHOR¤

****END OF ABSTRACT****

PUBLICATION DATE.. 15 AUG 69

TITLE.. THE FEASIBILITY OF EXTENDING THE EDUCATIONAL EXPERIENCES OF SECONDARY SCHOOL STUDENTS IN HASLETT, OKEMOS, AND EAST LANSING, MICHIGAN.

PERSONAL AUTHOR.. ANDERSON, DEWAYNE AND OTHERS

INSTITUTION CODE.. 88805059

DESCRIPTOR.. ADMINISTRATIVE PERSONNEL ATTENDANCE PATTERNS BOARDS OF EDUCATION *CURRICULUM DEVELOPMENT *EDUCATIONAL EXPERIENCE EDUCATIONAL FACILITIES EDUCATIONAL FINANCE EDUCATIONAL RESOURCES *EXTENDED SCHOOL YEAR FEASIBILITY STUDIES INTERDISTRICT POLICIES *RELEVANCE %EDUCATION¤ SCHOOL COMMUNITY RELATIONSHIP SECONDARY SCHOOL COUNSELORS *SECONDARY SCHOOL STUDENTS SECONDARY SCHOOL TEACHERS SUMMER SCHOOLS WORK STUDY PROGRAMS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE.. 322P.

ABSTRACT.. THREE SCHOOL DISTRICTS EXAMINE COOPERATIVELY THE IMPLICATIONS OF EXTENDING THE ACADEMIC CALENDAR INTO THE SUMMER MONTHS AND A TENTATIVE FUTURE CURRICULUM. THE STUDY RECOMMENDS %1¤ A SCHOOL YEAR COMPOSED OF FIVE 9-WEEK TERMS %2¤ THE INTRODUCTION OF TRAVEL- AND WORK-STUDY EXPERIENCES INTO THE CREDIT STRUCTURE OF EXISTING CURRICULA %3¤ THE ADDITION OF A FIFTH %SUMMER¤ TERM TO PERMIT ADDITIONAL STUDENT ATTENDANCE OPTIONS AND %4¤ INCREASED INTERDISTRICT COOPERATION IN THE AREAS OF PLANNING, FACILITIES UTILIZATION, TRANSPORTATION SHARING, AND STUDENT INTERDISTRICT ATTENDANCE. %FLOOR PLANS ON PAGES 151-153 AND MAP ON PAGE 159 MAY REPRODUCE POORLY.¤ %AUTHOR/MLF¤

****END OF ABSTRACT****

PUBLICATION DATE.. JUN 70

TITLE.. IMPLICATIONS OF INSTITUTING A SPLIT-TRIMESTER CALENDAR PLAN IN THE ANN ARBOR PUBLIC SCHOOLS. A FEASIBILITY STUDY REPORT.

INSTITUTION CODE.. MVK02850

DESCRIPTOR.. *COST EFFECTIVENESS EDUCATIONAL IMPROVEMENT EDUCATIONAL TECHNOLOGY EQUAL EDUCATION *EXTENDED SCHOOL YEAR *FACILITY UTILIZATION RESEARCH *FEASIBILITY STUDIES INDIVIDUALIZED INSTRUCTION INSERVICE EDUCATION ORGANIZATIONAL CHANGE SCHOOL SURVEYS TEACHER EDUCATION *TRIMESTER SCHEDULES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE.. 360P.

ABSTRACT.. THIS REPORT SETS FORTH THE DESIGN, PROCEDURES, AND FINDINGS OF THE ANN ARBOR SPLIT-TRIMESTER FEASIBILITY STUDY. THE PLAN IS BASED ON A SCHOOL YEAR OF 216 DAYS AS OPPOSED TO THE PRESENT 180 DAYS AND IS ORGANIZED INTO SIX SPLIT-TRIMESTER TERMS, WITH STUDENTS ATTENDING FIVE TERMS FOR A TOTAL OF 180 DAYS. THE PLAN PROVIDES A UNIVERSAL 30-DAY SUMMER VACATION IN ADDITION TO THE ELECTED SPLIT-TRIMESTER VACATION TERM. THE CHOICE OF THE PLAN OVER OTHERS IS JUSTIFIED BY STAFF READINESS, CURRICULAR FLEXIBILITY, AND INSTRUCTIONAL INDIVIDUALIZATION. STUDY FINDINGS ARE CONSIDERED UNDER THREE HEADINGS ECONOMIC FEASIBILITY, INSTRUCTIONAL FEASIBILITY, AND SOCIAL FEASIBILITY. THE REPORT CONCLUDES THAT THE PLAN IS ECONOMICALLY FEASIBLE FOR ANY SCHOOL DISTRICT UNDERGOING HIGH GROWTH RATES IN PUPIL POPULATION. APPENDIXES INCLUDE REPORTS BY THE INSTRUCTIONAL FEASIBILITY STUDY COMMITTEE, THE CLASS SCHEDULING STUDY COMMITTEE, AND THE ECONOMIC FEASIBILITY STUDY COMMITTEE. MATERIALS DISSEMINATED BY THE SURVEY COMMITTEE ARE ALSO PROVIDED. %JF□

****END OF ABSTRACT****

PUBLICATION DATE.. JAN 71

TITLE.. RESCHEDULING THE SCHOOL YEAR. THE REPORT OF A FEASIBILITY STUDY FOR SASKATOON PUBLIC SCHOOLS.

PERSONAL AUTHOR.. MCKAGUE, TERENCE R. PENNER, GLEN H.

INSTITUTION CODE.. BBB05041

DESCRIPTOR.. *FACILITY UTILIZATION RESEARCH *FEASIBILITY STUDIES *FINANCIAL PROBLEMS QUARTER SYSTEM *SCHOOL SCHEDULES SUMMER SCHOOLS TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE.. 229P.

ABSTRACT.. THIS REPORT IS THE RESULT OF A STUDY TO ASSESS THE FEASIBILITY OF RESCHEDULING THE SCHOOL YEAR IN THE PUBLIC SCHOOLS OF SASKATOON, SASKATCHEWAN %CANADA¤. THE STUDY DIRECTORS LIMITED THEIR INVESTIGATION TO THREE APPROACHES THE EXTENDED SUMMER SCHOOL, THE DIVIDED YEAR, AND THE ROTATIONAL OR CYCLIC. TO ASSESS THE FEASIBILITY OF EACH APPROACH, RESEARCHERS REVIEWED CURRENT RESCHEDULED SCHOOL YEAR PROGRAMS, AND COLLECTED FACTS, OPINIONS, AND REACTIONS FROM SASKATOON PARENTS, TEACHERS, AND STUDENTS. CONCLUSIONS WERE THEN DRAWN AND RECOMMENDATIONS MADE. APPENDIXES INCLUDE RESCHEDULED SCHOOL YEAR PLANS FROM OTHER DISTRICTS, QUESTIONNAIRES USED IN THE STUDY, AND A BIBLIOGRAPHY. %THE CALENDAR IN APPENDIX C WILL REPRODUCE POORLY.¤ %JF¤

****END OF ABSTRACT****

PUBLICATION DATE.. 70

TITLE.. YEAR-ROUND SCHOOL. IS IT FEASIBLE

INSTITUTION CODE.. BBB05078

DESCRIPTOR.. *CURRICULUM DEVELOPMENT EDUCATIONAL FINANCE EMPLOYER ATTITUDES *FEASIBILITY STUDIES FLEXIBLE FACILITIES FLEXIBLE SCHEDULES PARENT ATTITUDES PUBLIC RELATIONS *QUARTER SYSTEM SCHOOL CALENDARS *SCHOOL SURVEYS STUDENT ATTITUDES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 184P.

ABSTRACT.. THIS STUDY WAS CONDUCTED TO EXAMINE THE FEASIBILITY OF ADOPTING THE YEAR-ROUND SCHOOL PROGRAM. THE PRESENTATION INCLUDES A REVIEW OF THE LITERATURE, A DISCUSSION OF SUGGESTED SCHOOL CALENDARS AND THE APPROPRIATE TRANSFER PROCEDURES, AN EXAMINATION OF THE EFFECTS OF THE PLAN ON CURRICULUM AND FACILITIES, A SUMMARY OF FINANCIAL COMPONENTS, A DESCRIPTION OF THE PUBLIC RELATIONS PROGRAM, AND EXPLANATIONS OF THE COMMUNITY AND PROFESSIONAL SURVEYS MADE. THE APPENDIX PROVIDES COPIES OF NEWS RELEASES, QUESTIONNAIRES, AND PUBLIC RELATIONS MATERIALS. %MLF¤

****END OF ABSTRACT****

PUBLICATION DATE.. MAR 71

TITLE.. CURRICULUM REVISION BASED ON BEHAVIORAL OBJECTIVES FOR TWELVE-MONTH, FOUR-QUARTER SCHOOLS. FINAL REPORT.

PERSONAL AUTHOR.. FAIN, JAMES C.

INSTITUTION CODE.. IEE04722

DESCRIPTOR.. *BEHAVIORAL OBJECTIVES *CURRICULUM DEVELOPMENT CURRICULUM GUIDES EDUCATIONAL ENVIRONMENT HIGH SCHOOLS INSERVICE TEACHER EDUCATION *QUARTER SYSTEM SCHOOL SURVEYS *STUDENT CENTERED CURRICULUM TEACHING GUIDES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 40P.

ABSTRACT.. THIS REPORT CONCERNS THE DEVELOPMENT OF A NEW, LEARNER-ORIENTED HIGH SCHOOL CURRICULUM, DESIGNED TOWARD BEHAVIORAL OBJECTIVES, THAT WOULD BE FEASIBLE FOR 12-MONTH, 4-QUARTER SCHOOLS. TASK FORCES, AIDED BY SYSTEMWIDE AND SCHOOL-AREA INSERVICE WORKSHOPS, RECOMMENDED THE DEVELOPMENT OF 506 COURSES IN 12 SUBJECT AREAS AND COMPLETED CURRICULUM GUIDES FOR 357 OF THESE COURSES. BACKGROUND INFORMATION ON THE 12-MONTH SCHOOL THE ORGANIZATION, MEMBERSHIP, AND RECOMMENDATIONS OF THE TASK FORCES A BIBLIOGRAPHY AND A SUMMARY OF FINDINGS FROM QUESTIONNAIRES ADMINISTERED TO PUPILS, PARENTS, TEACHERS, AND OTHERS FOR THEIR REACTIONS TO THE 12-MONTH SCHOOL ARE INCLUDED. %AUTHOR/MLF□

****END OF ABSTRACT****

PUBLICATION DATE.. 1 JUN 71

TITLE.. EXTENDED EDUCATIONAL OPPORTUNITIES AND THE EXTENDED SCHOOL YEAR. %REVISED¤

PERSONAL AUTHOR.. NICKERSON, KERMIT S.

DESCRIPTOR.. COMMUNITY INVOLVEMENT *EDUCATIONAL HISTORY EDUCATIONAL OPPORTUNITIES *EDUCATIONAL RESEARCH *EXTENDED SCHOOL YEAR *FACILITY UTILIZATION RESEARCH QUARTER SYSTEM SPEECHES *SUMMER PROGRAMS TAX SUPPORT

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 23P. PAPER PRESENTED AT MAINE SECONDARY AND POST-SECONDARY SCHOOLS ANNUAL EDUCATIONAL CONFERENCE %19TH, MARCH 21, 1970¤

ABSTRACT.. PAST EXPERIMENTS IN LENGTHENING THE SCHOOL YEAR HAVE PRODUCED MIXED RESULTS, WITH SAVINGS BEING REALIZED ONLY OVER A LONG PERIOD OF TIME. HOWEVER, INCREASED TAX PRESSURE, SCHOOL OVERCROWDING, AND THE NEED FOR ADDITIONAL EDUCATIONAL PROGRAMS CONTRIBUTE PRESSURES FOR CHANGE. EXTENDED EDUCATIONAL OPPORTUNITY THROUGH BETTER UTILIZATION OF FACILITIES IN A LENGTHENED SCHOOL YEAR CAN HELP RELIEVE THE STRAIN ON BOTH BUDGETS AND OVERCROWDED CLASSROOMS. EXTENDED SCHOOL YEAR PLANS ARE GROUPED INTO STAGGERED ATTENDANCE PROGRAMS, SUMMER PROGRAMS, AND EXTENDED YEAR PLANS. WHEN BOTH FACTORS OF QUALITY AND QUANTITY ARE CONSIDERED, AN EXTENDED SCHOOL YEAR OF CONTINUOUS STUDY FOR ALL PUPILS SEEMS TO OFFER THE GREATEST PROMISE. STAFF AND COMMUNITY INVOLVEMENT, SUPPORT, AND PREPARATION ARE ESSENTIAL TO THE SUCCESS OF ANY CHANGE. %AUTHOR¤

****END OF ABSTRACT****

PUBLICATION DATE.. FEB 71

TITLE.. YEAR-ROUND SCHOOL. REVISED EDITION.

INSTITUTION CODE.. BBB02901

DESCRIPTOR.. ADMINISTRATIVE PERSONNEL ADMINISTRATOR ATTITUDES *EDUCATIONAL INNOVATION EDUCATIONAL LEGISLATION *EXTENDED SCHOOL YEAR *FACILITY UTILIZATION RESEARCH FLEXIBLE SCHEDULES SCHOOL DISTRICTS SCHOOL SURVEYS STATE DEPARTMENTS OF EDUCATION *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 81P.

ABSTRACT.. PENNSYLVANIA HAS ADOPTED LEGISLATION ALLOWING THE DEVELOPMENT AND OPERATION OF EXTENDED AND FLEXIBLE SCHOOL YEAR PATTERNS. THIS PUBLICATION ENABLES SCHOOL DISTRICT REPRESENTATIVES TO STUDY THESE VARIOUS PATTERNS AND TO DESIGN EXTENDED SCHOOL YEAR PROGRAMS ORGANIZED TO MAKE OPTIMUM USE OF FACILITIES AND STAFF AND STUDENT TIME. THE EDUCATIONAL ADVANTAGES, POSSIBLE PROBLEMS, PROCEDURES, AND ACTIVITIES NECESSARY TO MAKE THE YEAR-ROUND SCHOOL OPERATIVE ARE DISCUSSED. THE APPENDIX CONTAINS FORMS FOR ADMINISTRATOR, TEACHER, STUDENT, COMMUNITY, AND BUSINESS ATTITUDE SURVEYS SUGGESTED AS GUIDES FOR LOCAL SCHOOL DISTRICTS INTERESTED IN THE YEAR-ROUND SCHOOL CONCEPT. %AUTHOR/MLF¤

****END OF ABSTRACT****

PUBLICATION DATE.. 15 SEP 70

TITLE.. INDEPTH STUDY FOR FREELAND COMMUNITY SCHOOLS. TITLE OF PROPOSED STUDY STAY %START TEACHING ALL YEAR□. STUDY CONDUCTED DURING THE 1969-1970 SCHOOL YEAR.

INSTITUTION CODE.. BBB05276

DESCRIPTOR.. ADMINISTRATIVE PERSONNEL AIR CONDITIONING BUS TRANSPORTATION COURSE EVALUATION *CURRICULUM GUIDES DEMOGRAPHY EDUCATIONAL FINANCE *FEASIBILITY STUDIES INSTRUCTIONAL STAFF PARAPROFESSIONAL SCHOOL PERSONNEL SCHOOL MAINTENANCE *TRIMESTER SCHEDULES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE.. 401P.

ABSTRACT.. THE STAY PROGRAM IS A FEASIBILITY STUDY OF A PROPOSED TRIMESTER YEAR-ROUND SCHOOL PROGRAM REQUIRING THAT TWO-THIRDS OF THE STUDENTS BE IN ATTENDANCE AT ANY ONE TIME. THIS STUDY IS INTENDED AS A TECHNICAL GUIDE FOR THOSE SCHOOL ADMINISTRATORS AND BOARD MEMBERS WHO PLAN TO EXPERIMENT WITH, OR THOSE WHO HAVE INSTALLED, YEAR-ROUND PROGRAMS. THE REPORT CONTAINS CURRICULUM OUTLINES BY COURSE TITLE FOR EACH GRADE LEVEL K-12, WITH OBJECTIVES, CONTENT, AND EVALUATION MEASURES. OTHER MATERIAL INCLUDES INFORMATION ABOUT TEACHER SALARIES, PROGRAM SCHEDULES, AND VACATIONS DESCRIPTIONS OF MAINTENANCE AND AUXILIARY STAFF JOBS DEMOGRAPHIC CHARACTERISTICS OF THE DISTRICT POPULATION AND ESTIMATED EXPENDITURES OF THE PROPOSED PROGRAM. %FLOOR PLANS ON PAGES 333, 334, 347-352, 396, 387, AND THE PHOTOGRAPH ON PAGE 385 MAY REPRODUCE POORLY.□ %AUTHOR/MLF□

****END OF ABSTRACT****

PUBLICATION DATE.. 71

TITLE.. YEAR-ROUND SCHOOLS THE 45-15 PLAN. PREP-27.

INSTITUTION CODE.. BBB03611

DESCRIPTOR.. *EDUCATIONAL OBJECTIVES INDIVIDUALIZED INSTRUCTION NONGRADED SYSTEM *SCHEDULING *SCHOOL SCHEDULES *SPACE UTILIZATION TEACHER ATTITUDES *YEAR ROUND SCHOOLS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 31P. SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 %SINGLE COPY $.55, YEARLY SUBSCRIPTION $6.00 U.S., $7.50 FOREIGN□

ABSTRACT.. THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN, BEGUN BY THE VALLEY VIEW SCHOOL DISTRICT 96, LOCKPORT, ILLINOIS, IN JUNE 1970, CALLS FOR EACH STUDENT TO ATTEND SCHOOL 45 SCHOOLDAYS AND THEN HAVE A 15-SCHOOLDAY VACATION. THUS, ONLY THREE-FOURTHS OF THE ENTIRE STUDENT BODY IS IN SCHOOL AT ONE TIME, RESULTING IN A 33% INCREASE IN CLASSROOMS AVAILABLE. FROM BASELINE INFORMATION, THE FOLLOWING CONCLUSIONS ARE DRAWN 1. ONE-THIRD MORE CLASSROOM SPACE IS AVAILABLE IMMEDIATELY THROUGH THE PLAN 2. IMMEDIATE SAVINGS OF UP TO 5% PER PUPIL CAN BE GAINED 3. EDUCATIONAL BENEFITS ACCRUE WHEN OVERCROWDING OR DOUBLE-SHIFTING IS PREVENTED 4. THE COMMUNITY CAN LEARN TO SUPPORT FOUR SHORT VACATIONS AT FOUR DIFFERENT TIMES DURING THE YEAR 5. IF A SYSTEMS APPROACH IS USED AND A GOOD ORGANIZER IS RESPONSIBLE, STUDENT SCHEDULING CAN BE DONE IN 2 OR 3 MONTHS ON A BUDGET OF ABOUT $1 PER PUPIL 6. MOST TEACHERS WILL TAKE A YEAR-LONG CONTRACT 7. BASIC RESEARCH OBJECTIVES CAN BE REACHED MORE EASILY IF THEY ARE PART OF THE FORMATIVE EVALUATION 8. TEACHERS ARE GENERALLY WILLING TO TRY A YEAR-ROUND OPERATION AND 9. SUPPORT FOR THE PLAN IS GIVEN BY ECONOMY MINDED TAXPAYERS. AMONG THE RECOMMENDATIONS AR E THAT DISTRICTS THAT ARE CONTEMPLATING SUCH AN OPERATION ALLOW AT LEAST ONE YEAR FOR PLANNING, AND THAT NONGRADED OR INDIVIDUALIZED INSTRUCTION BE USED TO SOLVE SCHEDULING PROBLEMS. %DB□

****END OF ABSTRACT****

Part 2

DOCUMENTS NOT IN ERIC

Canadian Teachers' Federation. *School Year Plans: Bibliographies in Education, No. 10.* Ottawa, Ontario: the Federation, June 1970. 11p.

A list of books, articles, and theses that deal with school year plans of many sorts.

Elective Quarter Plan. Louisville, Kentucky: Jefferson County Education Center.

Pamphlet discusses plans for Elective Quarter Plan to be implemented in 1972. Will offer improved summer curriculum and will require attendance for three quarters. Courses reorganized into independent quarters. Credit system explained.

Evans, Clark L., Director. *Initial Assessment of the Intensified Learning Plan.* Fort Worth, Texas: Fort Worth Independent School District, Department of Research and Evaluation, 1971.

Students are required to attend three 60-day terms. Classes are 80 minutes long. Pupils must take four courses the first term; three, the second; and three, the third. School facilities can be utilized more fully and teacher load is reduced. Plan offers more flexibility in required courses and more opportunities for electives.

National School Public Relations Association. *Year-Round School: Districts Develop Successful Programs.* (Special Report by the editors of Education U.S.A.). Washington, D.C.: the Association, 1201 16th Street, N.W. (20036), 1971. 64p. ($4.00)

Reports what has happened since 1966 in the year-round school movement. Concludes the movement is going to grow because of pressure from legislatures and the public to get more for tax dollars. Includes definitions, advantages and disadvantages, comparative cost figures, and capsule review of 20 districts now operating a year-round program, plus comprehensive case studies of six year-round programs.

Report of Committee's Study of the Extended School Year to the Board of Education. Corpus Christi, Texas: Corpus Christi Public Schools, September 27, 1971.

Studies four basic plans: (1) 48-week school year; (2) voluntary summer program; (3) trimester; (4) rotating four quarters. Includes questions developed for study, groups to be involved in committees and three phases of planning. Bibliography.

San Diego County Superintendent of Schools. "Proceedings of the 4th National Seminar on Year-Round Education." February 23-25, 1972. San Diego, California. 171p.

A series of reports given by school districts currently involved with year-round plans. A brief description of the program of each reporting district is given in "Resource List of Year-Round School Programs" prepared by TIS.

San Mateo County Office of Education. *Year Round Schools, A State-of-the-Art Bibliography.* Redwood City, California: San Mateo Educational Resources Center, October 1971. 16p.

An annotated bibliography mainly of ERIC references (RIE and CIJE). Deals with all sorts of year-round school plans. A number of items on the quarter system.

Texas Education Agency. *Background Information on the Quarter System and Other Year-Round School Designs.* Austin: the Agency, February 11, 1972. 35p.

Paper dealing with the quarter system in Texas and plans that satisfy the Texas law (e.g., Rotating Quarter Plan, Optional Fourth Quarter Plan, and Ft. Worth Triquarter Plan). Includes a glossary of terms and an annotated bibliography.

Texas Education Agency. *Guidelines for the Quarter System 1972-73. Texas Public Schools.* Austin: the Agency, February 12, 1972. 36p.

Guidelines for public schools in Texas in moving to three- or four-quarter operation. New methods for computing graduation credits and options in scheduling that comply with the law are given. Also contains lists of approved courses for grades 7-12 and a selected annotated bibliography.

A Three School District Proposal to Study the Possibility of a Combined Extended School Year Program in East Lansing, Haslett, and Okemos. Okemos, Michigan: the Okemos Public Schools, 1969.

Discusses a schedule that is arranged with four 12-week quarters with five variations that can be chosen for individual needs. The student can attend: (1) three quarters and vacation one quarter; (2) three quarters and one quarter to work or pursue a special interest; (3) four quarters of combined school and work; (4) four quarters of combined school and special interests; (5) four quarters of academic work, leading to early graduation or makeup for absence due to illness.

JOURNAL ARTICLES

Adams, Andres. "Look Hard at This Year-Round School Plan." *The American School Board Journal.* 156:11-15. July 1968.

A general discussion of advantages and disadvantages of extended school year. Discusses "sliding four-quarter plan" with vacation for each group falling at a different quarter each year. Achieves economic advantages of reduced enrollment and acceleration without incurring public opposition because some students must have winter vacations year after year.

Adams, Velma A. "The Extended School Year: A Status Report." *School Management.* 14:13-16. June 1970.

A general discussion of year-round school programs, both historical and current, both those implemented for economic reasons and those implemented for educational advantages. Chief motivations for instituting a year-round program listed.

Beckwith, Robert M. "The Valley View 45-15 Continuous School Year Plan." *American School and University* 43:19-28. November 1970.

Carefully describes the Valley View 45-15 plan. Details methods for implementation, economic factors, advantages, and practical working of the program.

Blanton, Jack. "Extended School Year (Texas)." *Compact* 5:16-18. December 1971.

A general discussion of the extended school year in Texas as codified in H.B. 1078. Representative Blanton explains the reason for Texas adoption of legislation providing for a 2- or 4-quarter school year. This option allows those schools that need additional space to rotate quarters to achieve 75 percent enrollment each quarter and lets districts which currently do not have such a need to retain their present school calendars. H.B. 1078 requires the restructuring of curriculum into three 3-month units and thus makes the schools on 9-month and those on 12-month operation more compatible with each other and automatically increases flexibility. Other advantages are cited.

Driscoll, Thomas F. "School Around the Calendar." *American Education* 7:21-23. March 1971.

Describes the Valley-View 45-15 Plan. Guidelines for implementation given. Points out that this plan allowed the school district to solve economic problems without added funds or reduced services.

Jensen, George. "Does Year-Round Education Make Sense?" *Compact* 4:4-6. December 1970.

General discussion of year-round schools and how they effect space savings, and affect construction costs, curriculum design, students and teachers.

McLain, John. "Developing Flexible All-Year Schools." *Educational Leadership* 28:472-475. February 1971.

Discusses generally the year-round school movement and describes specifically the Wilson School at Mankato State College and its Flexible All-Year School Plan. This plan operates school the year round, continuously. Both instruction and time in school are individualized--any child or teacher can take his vacation any time of year, for any length of time needed.

McLain, John D. "Emergency Plans for Year-Round Education." *Compact* 4:7-8. December 1970.

A survey of year-round school schedules. Briefly discussed are Four-Quarter Plan; Modified Four-Quarter Plan (Interim Vacations. e.g., 45-15 Plan); Eleven Month Plan (a plan for acceleration to complete 12 years work in 10 years); and, the Flexible All-Year School (an individualized, continuous progress plan).

O'Rourke, Joseph. "Extended School Year: A Teacher's View." *Theory Into Practice* 1:166-169. June 9, 1972.

The author argues for the educational advantages that year-round operation could provide--increased opportunities for individualized instruction and a consequent rise in teacher status.

Scala, Anthony W. "Year-Round School." *NASSP Bulletin* 54:78-89. March 1970.

Discusses the practical and emotional resistance to programs that extend the school year and concludes that more acceptable extended-school-year programs might be possible with a "trimester" system--making the summer session equal to regular school programs, while keeping it optional.

Thomas, George I. "The Legal and Financial Questions." *Compact* 4:9-14. December 1970.

Article points out possibilities and difficulties of implementing a year-round school schedule. Financial aspects discussed include maintenance costs, the lack of dollar savings if the plan allows for voluntary attendance, factors to be considered in reducing staff costs. A section on recommended legislation is also included.

6/72

This list has been taken from: Texas Education Agency. *Guidelines for the Quarter System 1972-1973.* Austin: the Agency, February 12, 1972, pp. 18-32.

APPENDIX B

LIST OF APPROVED COURSES, GRADES 7-12, RECOMMENDED FOR QUARTER PLAN OPERATION, 1972-73

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Business Education			
Typewriting	8	45 clock hours, minimum	
General Business	9-10	1,2,3 quarters	
Typewriting I	9-12	"	
Typewriting II	10-12	"	Typewriting I, 3 quarters
Business Arithmetic	10-12	"	3 quarters, mathematics
Business Law	11-12	1,2 quarters	
Salesmanship	11-12	1,2,3 quarters	
Shorthand I	11-12	3 quarters	*Typewriting I, 3 quarters
Shorthand II	12	1,2,3 quarters	Typewriting I and Shorthand I
Bookkeeping I	11-12	3 quarters	
Bookkeeping II	12	1,2,3 quarters	Bookkeeping I
Record Keeping	11-12	"	
Clerical Practice	12	"	Typewriting I, 3 quarters
Stenographic Practice	12	"	*Shorthand I

*or may be taken concurrently

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Business Machines	12	1,2,3 quarters	*Typewriting I, 3 quarters
Business Office Experience	12	3,4,5,6 quarters	Typewriting I, 3 quarters; Shorthand I or Bookkeeping I
Business Communications	12	1,2,3 quarters	9 quarters in English
Business Organization and Management	11-12	"	
<u>English Language Arts</u>			
English Language Arts	7	270 clock hours, required minimum	
English Language Arts	8		
Corrective English Language Arts	7	45 clock hours, minimum	Concentrated in one or more areas of English Language Arts
Corrective English Language Arts	8	45 clock hours, minimum	
Speech	8	45 clock hours, minimum	
English I	9	3 quarters	9 quarters required, taken in sequence, if possible
English II	10	"	
English III	11	"	
English IV	12	"	
Speech I	9-12	1,2,3 quarters	
Speech II	9-12	"	Speech I, 3 quarters
Speech III	9-12	"	"
Speech IV	9-12	"	"

*or may be taken concurrently

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Journalism I	10-12	3 quarters	
Journalism II	11-12	2,3 quarters	Journalism I
Reading Improvement	9-12	1 quarter	
Corrective Reading	9-12	1,2 quarters	
Fine Arts			
ART			
Art	7-8	45 clock hours minimum	
Art I-IV	9-12	3,6,9,12 quarters	Taken in sequence
DRAMA			
Drama	8	45 clock hours, minimum	
Drama I	9-12	1,2,3 quarters	
Drama II-III	9-12	1,2,3,4,5,6 quarters	Drama I, 3 quarters
MUSIC			
Applied Music	7-8	Two 30-minute lessons or one 1-hour lesson weekly	General Music or equivalent by examination
General Music	7-8	45-135 clock hours	
Vocal Music	7-8	45-270 clock hours	
Band	7-8	135 clock hours, minimum	General Music or equivalent by examination
Choral Music	7-8	"	"
Orchestra	7-8	"	"

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Band I-IV	9-12	3,6,9,12 quarters	General Music or equivalent by examination
Choral Music I-IV	9-12	"	"
Music History and Literature	10-12	3 quarters	"
Music Theory I	9-12	"	"
Music Theory II	10-12	"	Music Theory I
Applied Music	9-12	*3 quarters for two 30-minute lessons or one 1-hour lesson weekly	General Music or equivalent by examination
Orchestra I-IV	9-12	3,6,9,12 quarters	"
Foreign Languages			
CLASSICAL			
Latin I-VI	7-12	(gr.7-8) 135 clock hours (gr.9-12) 3,6,9,12 quarters	Taken in sequence
MODERN			
French I-VI	7-12	"	"
German I-VI	7-12	"	"
Russian I-IV	7-12	"	"
Spanish I-VI	7-12	"	"
Czech I-II	7-12	(gr.7-8) 135 clock hours (gr.9-12) 3,6 quarters	"

*Credit in Applied Music is to be given only when administered according to the plan described in Bulletin 661.

	Grade Placement	Time (Gr. 7-8)or Credit (Gr. 9-12)	Prerequisite and Other Information
Health			
Health Education	7-8	90 clock hours, minimum	
Health Education I	9-10	2 quarters, required	
Health Education II	10-12	2 quarters	
Advanced Physiology & Hygiene	10-12	1,2 quarters	Health Education I
Industrial Arts			
CRAFTS			
Introductory Crafts	7-8	45 clock hours, minimum	
General Crafts	9-12	1,2,3 quarters	
Ceramics	10-12	"	
Jewelry	10-12	"	
Leatherworking working	10-12	"	
Plastics	10-12	"	
DRAFTING			
Introductory Drafting	7-8	45 clock hours, minimum	
General Drafting	9-12	1,2,3 quarters	
Architectural Drafting I	10-12	"	3 quarters of General Drafting
Architectural Drafting II	10-12	"	3 quarters, Architectural Drafting I

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Machine Drafting I	10-12	1,2,3 quarters	3 quarters, General Drafting
Machine Drafting II	11-12	"	3 quarters, Machine Drafting I
Pre-Engineering Descriptive Geometry	11-12	"	1 quarter, General Drafting
Pre-Engineering Drafting	10-12	"	Geometry
Technical Drafting I	10-12	"	3 quarters, General Drafting
Technical Drafting II	11-12	"	"
ELECTRICITY-ELECTRONICS			
Introductory Electricity	7-8	45 clock hours, minimum	
General Electricity	9-12	1,2,3 quarters	
Basic Electronics	10-12	"	3 quarters, General Electricity
GRAPHIC ARTS			
General Graphic Arts	9-12	"	
Photography I	10-12	"	
Photography II	11-12	"	3 quarters, Photography I
Printing I	10-12	"	
Printing II	11-12	"	3 quarters, Printing I
GENERAL SHOP			
Introductory General Shop	7-8	45 clock hours, minimum	

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
General Shop I	9-12	1,2,3 quarters	
General Shop II	10-12	"	3 quarters, General Shop I
INDUSTRIAL MATERIALS & PROCESSES			
Construction Technology	7-8	45 clock hours, minimum	
Manufacturing Technology	9-12	1,2,3 quarters	
Industrial Materials and Processes	10-12	"	
METALWORKING			
Introductory Metalworking	7-8	45 clock hours, minimum	
General Metalworking I	9-12	1,2,3 quarters	
General Metalworking II	10-12	"	3 quarters, General Metalworking I
POWER MECHANICS			
General Power Mechanics I	9-12	"	
General Power Mechanics II	10-12	"	3 quarters, General Power Mechanics I
WOODWORKING			
Introductory Woodworking	7-8	45 clock hours, minimum	

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
General Woodworking	9-12	1,2,3 quarters	
Machine Woodworking	10-12	"	3 quarters, General Woodworking
Mathematics			
Mathematics	7-8	135 clock hours, yearly, required minimum	
Related Mathematics I	9-10	3 quarters	
Related Mathematics II	10-11	"	Related Mathematics I or Algebra I
Related Mathematics (R)	9-10	"	By invitation only
Algebra I	9-10	"	
Algebra II	11-12	1,2,3 quarters	Algebra I & Geometry
Trigonometry	11-12	1 quarter	Geometry and 1 quarter, Algebra II
Geometry	10-11	3 quarters	Algebra I or Related Mathematics I & II
Solid Geometry	11-12	1 quarter	Geometry and 1 quarter, Algebra II
Analytical Geometry	12	2 quarters	Trigonometry & 3 quarters Algebra II
Elementary Analysis I	11-12	"	"
Elementary Analysis II	11-12	3 quarters	"
Probability and Statistics	12	2 quarters	Trigonometry or Elementary Analysis I
Consumer Mathematics	11-12	3 quarters	Related Mathematics I or Algebra I

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Physical Education			
Physical Education	7-8	135 clock hours, minimum	
Physical Education I-IV	9-12	Up to 12 quarters; 5 quarters required	Taken in sequence
Science			
Life Science	7-8	45 clock hours, minimum	
Earth Science	7-8	90 clock hours, minimum	
General Science	7 or 8	45 clock hours, minimum	
General Science	7 or 8	90 clock hours, minimum	
Physical Science	9-12	3 quarters	
Biology I	9-12	"	
Chemistry I	9-12	"	
Physics I	9-12	"	
First Course in Geology	10-12	1,2 quarters	3 quarters of any approved science course or combination of courses, Gr. 9-12, above
Frist Course in Atmospheric Science	10-12	"	
First Course in Astro-Science	10-12	"	
First Course in Oceanography	10-12	"	
Biology II	12	3 quarters	Biology I, Chemistry I
Chemistry II	12	"	Chemistry I, Physics I
Physics II	12	"	"
Advanced Science	12	1,2,3 quarters	Two of the following: Biology I, Chemistry I, Physics I

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Social Studies			
AMERICAN STUDIES			
Texas History and Geography	7	135 clock hours, required minimum	Of this total, 72 clock hours must be in Texas History (statutory requirements)
American History and Citizenship	8	135 clock hours, required minimum	Content includes the first part of a two-year program in American History, the second year to be continued in any grade 9-12.
American History	9-12	3 quarters, required	Content includes the second part of the two-year program in American History begun in Grade 8.
American Government	10-12	2,3 quarters (2 required)	
Advanced Texas Studies	10-12	1,2 quarters	
American Culture Studies	10-12	"	
American Indian Studies	10-12	"	
Mexican American Studies	10-12	"	
Negro American Studies	10-12	"	
WORLD STUDIES			
World History Studies	9-12	3 quarters in EITHER World History OR World Geography Studies required	
World Geography Studies*	9-12		

*If taught as an elective course, credit may be 1,2, or 3 quarters.

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Latin American Studies	10-12	1, 2 quarters	
European Studies	10-12	1, 2 quarters	
Asian Studies	10-12	1, 2 quarters	
African Studies	10-12	1, 2 quarters	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	1, 2 quarters	
INTRODUCTION TO SELECTED SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	1, 2 quarters	
Economics	10-12	1, 2 quarters	
Philosophy	10-12	1, 2 quarters	
Psychology	10-12	1, 2 quarters	
Sociology	10-12	1, 2 quarters	
VOCATIONAL EDUCATION			
Agriculture			
Voc-Ag. I	9-12	3 or 6 quarter units	
Voc-Ag. II	10-12	3 or 6 quarter units	Voc-Ag. I
Voc-Ag. III	10-12	3 or 6 quarter units	Voc-Ag. I
Voc-Ag. IV	11-12	3 or 6 quarter units	Voc-Ag. I, Voc-Ag. II, or Voc-Ag. III
Cooperative Training I	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Cooperative Training II	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	16 years of age

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Pre-employment I	11-12	9 quarter units for 525 clock hours of classroom and laboratory training OR 6 quarter units for 350 clock hours of classroom and laboratory training	
Pre-employment II	11-12	9 quarter units for 525 clock hours of classroom and laboratory training OR 6 quarter units for 350 clock hours of classroom and laboratory training	
Distributive Education			
Distributive Education I	11-12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Distribute Education II	12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment Laboratory	10-11 or 12	6 quarters for 320 clock hours. Maximum of 2 years	14 years of age
Combination (Pre-employment Laboratory and Cooperative Part-time)	10-11 or 12	3 quarters for the one year's enrollment in 1 hour Pre-employment class if followed by 6 quarters for 1 year's enrollment in the Part-time cooperative class with 525 hours of supervised work experience.	14 years of age for the Pre-employment laboratory class; 16 years of age for the cooperative part-time class

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Frerequisite and Other Information
Homemaking Education			
Homemaking I	9	1, 2, 3 quarters	
Homemaking II	10	1, 2, 3 quarters	Homemaking I, 3 quarters
Homemaking III	11-12	1, 2, 3 quarters	Homemaking I and II, 6 quarters
Homemaking IV	12	1, 2, 3 quarters	Homemaking I, II, and III, 9 quarters
Child Development	11-12	1 quarter	
Consumer Education	11-12	2 quarters	
Consumer Education	11-12	1 quarter	Home and Family Living, 2 quarters
Home and Family Living	11-12	2, 3 quarters	
Home Management	11-12	1 quarter	
Home Nursing	11-12	1 quarter	
Home Furnishings	11-12	1 quarter	
Summer Phase	9-11	1 quarter per summer for not more than two summers	Homemaking I, 3 quarters for first summer; Homemaking I and II, 6 quarters for second summer
Cooperative Education I	11-12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience	16 years of age
Cooperative Education II	11-12	6 quarter units for 16 clock hours of classroom instruction plus 525 hours of supervised work experience	16 years of age, Cooperative Education I
Pre-employment Laboratory I	11-12	6 quarter units for 320 clock hours of classroom instruction in 2 consecutive class periods daily	16 years of age

	Grade Placement	Time (Gr. 7-8) or Credit (Gr. 9-12)	Prerequisite and Other Information
Pre-employment Laboratory II	12	6 quarter units for 320 clock hours of classroom instruction in 2 consecutive class periods daily	16 years of age, Pre-employment Laboratory I
Coordinated Vocational-Academic Education			
Pre-employment Laboratory*	7-12	2 consecutive class periods each day in grades 7-8. 6 quarter units for 320 clock hours of classroom and laboratory instruction, grades 9-12. 12 quarter units total	
Cooperative Training**	9-12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience per year. 12 quarter units total	16 years of age
Vocational Office Education			
Cooperative Program	12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	Varies with occupational intent of student
Pre-employment Laboratory	11-12	6 quarters for 320 clock hours	Varies with occupational intent of student
Vocational Industrial Education			
Single-Skilled Occupations	10-12	6 quarters for each 320 clock hours of instruction	
Skilled Occupations Shop Programs	10-12	6 quarters for each 525 hours of instruction	

*CVAE--Pre-employment Laboratory programs are offered in Agriculture, Homemaking, Office, and Industrial Education

**CVAE--Cooperative Training is offered in Industrial Education